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ABSTRACT

The State plans for professional staff development and training presented in this publication are those developed over a two-year period by eight Southeastern states participating in a cooperative regional project. The plans are indicative of the progress toward building institutionalized systems for training adult basic education personnel within each state. Training opportunities were increased, and adult education programs began or were expanded at 22 different colleges and universities. Teacher training institutes were held in six states and many were followed by regular in-service training. Workshops and seminars held in each state allowed all ABE personnel to attend at least one training program each year. A training system developed by all participants has made continuing staff development a regular feature of ABE in the Southeast. States involved in the regional project were: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. (DB)

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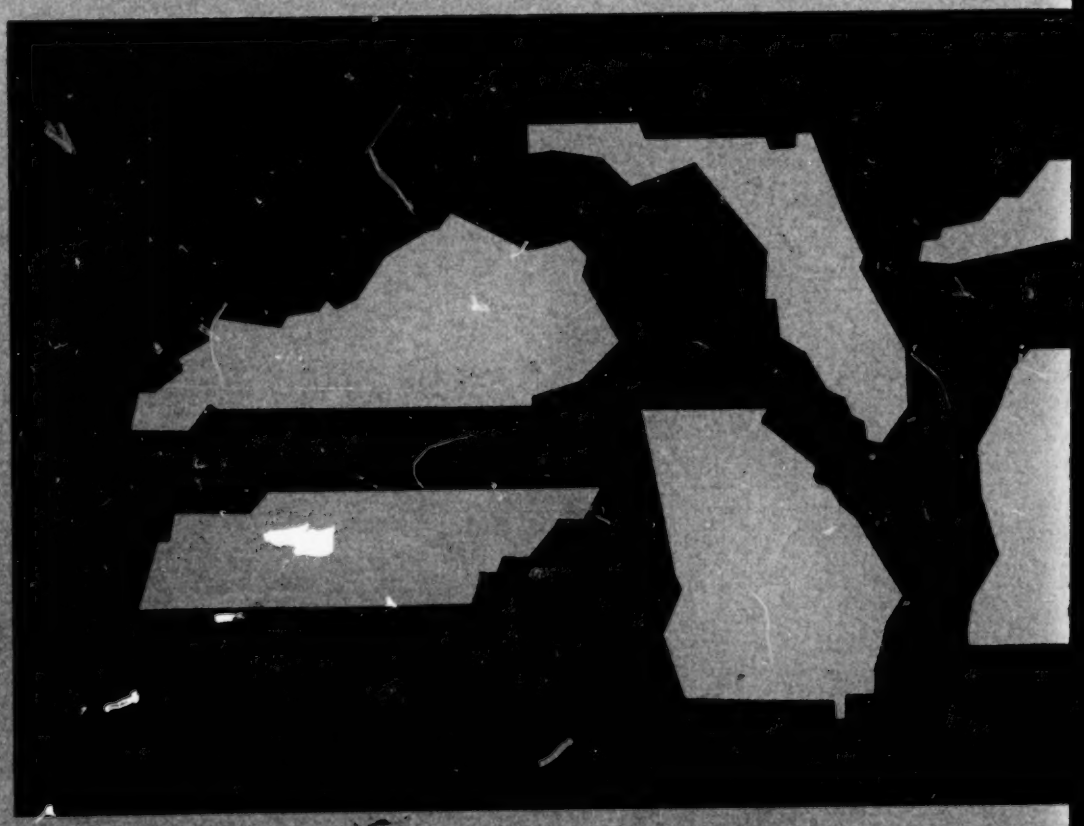
The Profession Development Plans



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SOUTHERN REGIONAL EDU

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The Professional Staff Development Plans of Region IV

SOUTHERN REGIONAL EDUCATION BOARD

The Professional Staff Development Plans of Region IV

Prepared Through Cooperative Effort
Under
The Southeastern Region
Adult Basic Education
Staff Development Project

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FOREWORD

State plans for professional staff development and training are a major accomplishment of two years' work in the first regional teacher training project funded by the U.S. Office of Education. For the past two years eight Southeastern states have participated in this cooperative regional project operated by the Southern Regional Education Board. Under the leadership of state directors of ABE in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee, each state has a completed plan. The plans are indicative of the progress toward building institutionalized systems for training adult basic education personnel within each state. On the one hand, they reflect how far the Southeast has come in a short period and on the other, underline the need for continued cooperative action to maintain momentum for training the large number of ABE staff in this region.

The fact that it was possible for a plan to be developed in each state is as significant as the plans themselves. The specific plan in each state grew out of a series of regional seminars which brought together personnel from state departments of education, higher educational institutions, and local ABE programs. Through guided discussion and cooperative examination of common problems these persons developed working relationships that were new to the region. A significant outcome of these relationships has been the growing respect each now has for the others' knowledge and ability.

Another outcome of this team work is the defined role of each set of participants which has been accepted by all involved in the regional program. Leadership and coordinating responsibilities belong to the state director and his staff. Higher educational personnel offer consultation and conduct training. Local ABE personnel identify their training needs and participate in planning programs.

It is significant to note that the number and types of training opportunities increased as relationships grew between staff in the region. This increase was a primary goal of the state directors and the SREB staff. Adult education programs began or were expanded at 22 different colleges and universities in eight states. Teacher training institutes were held in six states for two consecutive summers, and many of these were followed by regular in-service training which has become progressively more specialized. Workshops and seminars have been dispersed in each state, enabling all public school ABE personnel and many from other programs to attend at least one training program each year. A training system developed by all participants has made continuing staff development a regular feature of ABE in the Southeast.

These state plans demonstrate the value of cooperative regional action and the necessity of continued intra- and interstate planning. The system established in each state is the vehicle for providing regular training, infusing new knowledge and techniques into the ABE classrooms, thereby raising the quality of instruction for undereducated adults.

The development of these plans served as the focus for dialogue which established working relationships in each state. The plans insure that more than 8,000 ABE teachers and coordinators have access to regular pre- and in-service training in their states and to the specialized skills available throughout the Southeast. Collectively these plans should continue to serve as guides for state and regional activities for many years to come.

Edward T. Brown
Project Director
October, 1971

THE EVOLUTION OF STATE PLANS FOR STAFF DEVELOPMENT AND TRAINING

The plans presented in this publication represent the compilation of several years of work within eight states and across the Southeast. Each plan is an extension of the desire of the state director of adult education to meet crucial needs for training adult basic education (ABE) personnel. This great need for training became acute in 1965 and 1966 with the passage of the Economic Opportunity Act and the allotment of large amounts of money to all Southern states for ABE classes. Thousands of elementary and secondary school teachers and administrators were recruited to work part-time in ABE programs designed to provide remedial education for adults over 18.

Unified efforts of the directors working with officials in the Office of Education led to the development of a proposal for funds to provide regular staff training throughout the eight-state region. This proposal for three years of continuous training and the development of a longer range training system contained the first indications of a unique plan for staff training and development.

Within the regional plan, heavy emphasis was placed on a major role for higher educational institutions and the leadership position to be assumed by the state director of adult education and his staff. A basic principle embodied within the proposal and in the thinking of the directors was that training was to be available within easy driving distance of all ABE personnel scattered throughout a state especially since many were in rural locations.

After the project was funded, initial activities concentrated on providing necessary training needed by many teachers and administrators. This was done through summer institutes, on- and off-campus courses and many local in-service workshops and seminars. During this first phase of activity, in the summer and fall of 1969, university and college faculty conducted most of the training. State department staff members were less involved because many received their introduction to adult basic education training at that time.

The need for systems to organize and institutionalize training became apparent by the fall of 1969. The project held regional seminars to facilitate development of these plans. These seminars brought together representatives from different professional groups for self-directed study and provided a setting for project participants to communicate honestly with each other.

Each of these regional seminars created closer working relations among higher education faculty members and graduate students, state department of education personnel, and the many experienced local adult basic education teachers and administrators who participated in all of these meetings.

The first seminar held in Atlanta in November, 1969, showed that major ABE staff development problems were regional in scope and common to all states. SDE, higher education and local personnel described where on- and off-campus courses had been initiated, the types of summer institutes held and the nature of in-service training present in each state. This session also initiated dialogue between participants from the various groups.

The second seminar held in Daytona Beach in February, 1970, provided an opportunity to continue the dialogue and expand it through meetings of each state group during the seminar. Common training needs were identified and ranked by all participants. Each of the three groups made a commitment to cooperate in the development of individual state plans.

Consultants and project staff provided technical support at the seminar by helping participants understand the elements of the planning process.

The New Orleans seminar in May, 1970, was the point at which common and unique resources of SDE, higher educational and local personnel were identified. The statewide planning groups composed of representatives from state departments, institutions, and local programs were formed at that time, and a pattern for meetings in each state was agreed upon. Although training programs were mixed with general descriptions of the program, each state was able to report distinct elements of a plan, and submit a draft of the proposed process for completing that plan during the next fiscal year.

Courses, workshops and seminars, continued in the states during and after these three seminars. In addition to providing needed training, the activities themselves moved along the process of completing state plans by bringing together the three cooperating groups to plan separate events. Through these joint efforts, trust and mutual respect grew.

Between June, 1970, and February, 1971, the planning process was furthered in four ways: 1) The state director either assigned or assumed staff development responsibility; 2) as members of the project planning committee, the state directors continued to meet and specify those portions of the state plan which they felt relevant to their staff training needs; 3) each SDE described training plans for 1970-71 (including components of the staff development program) and these plans were approved by the project staff for funding in the second project year; and 4) the SDE staff development person participated in a regional meeting in January, 1971, which outlined the content and process for completing individual state plans in time for the subsequent regional seminar.

Between the January meeting and the seminar in May, 1971, there were many meetings in each state to complete the staff development plans. Some of these meetings were held in conjunction with other training activities. In some states, plans were outlined by the staff development person prior to being submitted to the statewide planning group, and in other states they were developed by the planning group itself. A draft of the plans from each state was provided to the project staff prior to the regional seminar. The principal task at this seminar was to make an in-depth analysis of each state's plan.

During that seminar, the state director chaired a number of meetings of participants from his own state to enable them to review, question, and revise the proposed state plan. Project staff and consultant assistance was available to these state meetings, but the bulk of the responsibility was placed on the SDE, higher educational and local representatives to complete work on these documents. These plans were the basis for allocating funds to the states during the third year of the project.

While the majority of the revisions was completed at the Stone Mountain meeting, some states felt that further time was needed to review the plans and additional persons should be involved. As a result, in late May and early June a number of state meetings was held to revise the plans prior to final submission to the project staff.

The completed and accepted plans are contained in this publication. They represent the consolidation and institutionalization of training efforts, and the beginning of a new important phase in staff development. This federally sponsored project has stimulated necessary cooperative planning and provided part of the financial support to make it possible. Dialogue and communication were most important to this activity. The second phase, use and improvement of the newly developed plans has already begun in each state, with relatively minor fiscal support from project funds.

The foresight of eight state directors led to the proposal and development of the regional project. The persistence with which they allocated and continue to allocate funds to build training resource and stimulate regional communication has led to these permanent systems for staff development.

Staff Development Officers

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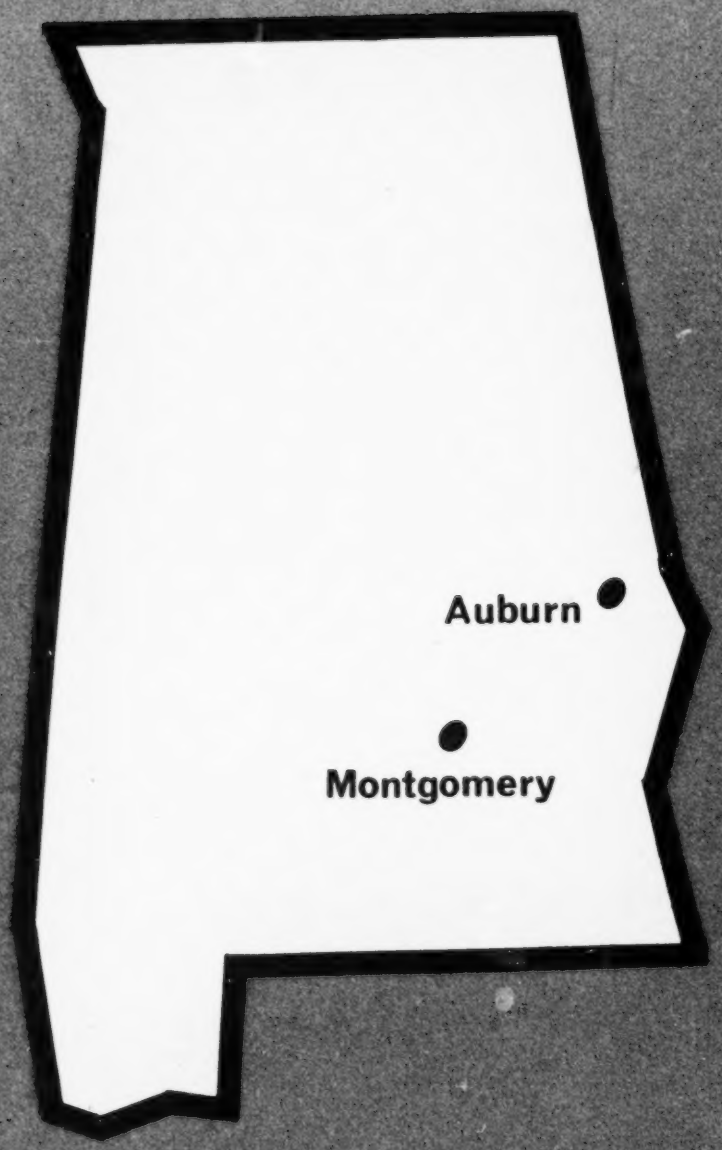
Florida — Charles Lamb
Georgia — Frary Elrod
Kentucky — Robert Pike
Mississippi — Fern Bess
North Carolina — Charles Barrett
South Carolina — Frank Hardin
Tennessee — Charles Kerr

ALABAMA

Norman O. Parker, Coordinator
Adult Basic Education
State Department of Education

Staff Development Officer
Robert Walden 1969
Leon Hornsby 1970, 1971



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Mr. James Key
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Mr. Robert Walden

Participating Institutions:

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Dr. Marshall Morrison
Mrs. Doris Sanders

Auburn University, Auburn

Dr. Harry E. Frank

Introduction

During the third year, the Alabama program for professional staff development in cooperation with the Southern Regional Education Board has developed a plan of staff development that promotes a total adult basic education program for Alabama.

Philosophy of Adult Basic Education

Adult basic education in Alabama is guided by certain fundamental beliefs.

1) To help the adult learner develop faith in himself as a person of worth and dignity and enable him to develop to his maximum capabilities
2) To help the adult recognize the larger responsibilities accompanying his rights as a citizen
3) To help the adult acquire the fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community
4) To provide in-service and professional training for the state department of education staff, university staff, and local staff

On these basic beliefs are grounded the objectives and practices of adult basic education in Alabama.

Objectives for Adult Basic Education
State Department of Education Staff

A. To continue to coordinate the state's Adult Basic Education Program.

B. To provide an overall training program for total staff development.

1) To initiate regular state staff meetings and in-service training sessions
2) To initiate area supervisor meetings to enable the local supervisor to conduct his own sequential in-service educational program
3) To provide incentives for staff specialization in guidance and counseling, reading, materials and other media
4) To encourage growth and development of state staff through increased participation in providing formal and informal learning activities for local staff

C. To utilize all regional, state and local resources.

D. To provide continuous and total evaluation.

1) Self-study or evaluation
2) Professional evaluation
3) Departmental evaluation or evaluation of the program

E. To keep up to date by:

1) Attending national, regional, and state institutes, workshops, and conferences
2) Reading professional literature
3) Reading latest research done in the field of adult basic education
4) Using or becoming familiar with all materials and equipment for adult basic education in staff meetings
5) Belonging to and promoting professional organizations

F. To further training through graduate courses in adult education.

G. To continue an upper level planning group. (State Department, university personnel, local supervisors, and teachers of ABE.)

H. Establish effective linkage at all levels.

Objectives for University ABE Staff Development

A. To provide professional know-how to implement training programs on all levels.

B. Orientation of university faculty to adult basic education.

C. To provide consultative services to teachers in teacher-training programs and in-service meetings.

D. To augment experimental learning with formal education.

E. To plan and implement action research.

F. To visit adult basic education classes to:

1) Know the needs of local personnel
2) Evaluate and keep classes relevant
3) Aid in solving local problems

G. To initiate a planning group (university personnel, State Department of Education, adult basic education personnel, local personnel, and graduate assistants).

H. To give graduate assistants relevant tasks.

1) To visit local ABE classes and work on problems of local personnel
2) To plan action research projects and aid in implementing the project

I. To provide additional training for university adult education staff.

Objectives of Local Adult Basic Education Personnel

A. To provide the ABE teacher with an understanding of the adult student.

B. To initiate two or more local in-service meetings.

C. To initiate or continue his education of how to teach the undereducated or the uneducated adult.

D. To initiate a planning session for local programs (local personnel, supervisor and teachers, SDE personnel, university personnel and other needed consultants, also advisory committee).

E. To establish criteria for the selection, promotion and retention of local ABE personnel.

F. To enable adult teachers to develop the skills necessary to effectively teach the undereducated and uneducated adult.

G. To provide the ABE teacher the opportunity to develop his ability to do instructional planning.

H. To develop competencies in guidance and counseling.

Resources and Roles

Role of State Department of Education

A. To provide leadership in:

1) Total state in-service program
2) Dissemination of information
3) Organizing total program
4) Joint workshop planning
5) Joint planning of local research projects

B. Administration of state adult basic education program.

1) Distribution of funds
2) Establishment of priorities
3) Allocation of class units
4) Approval of expenditures
5) Evaluation of total program

C. Plan with university personnel:

1) One-day seminars

2) Workshops or institutes
3) Ways to effectively use graduate assistants
4) Ways the university's adult basic education staff can aid in solving problems in the ABE program
5) Research projects
6) Planning new courses relevant to the program
7) Planning and implementation of policies

D. Plan with local personnel:

1) In-service programs
2) Research projects
3) One-day seminars
4) Area conferences
5) Promotion, recruitment, and retention

E. Public relations.

F. Plan with advisory committee.

Role of University's Adult Basic Education Staff

A. Plan research with assistance of State Department of Education and local personnel.

B. Conduct learning activities.

C. Consultative service (aid in problem solving).

D. Evaluation of adult basic education program.

E. Establish worthwhile activities for graduate assistants and other students.

F. Public and university relations.

Role of Local Adult Basic Education Staff

A. Determination of needs of target population.

B. Planning activities or learning experiences to meet the needs of the target population.

C. Selection and training of instructors.

D. Selection of materials and equipment.

E. Keeping informed of latest information, research and techniques of adult education.

F. Public relations.

G. Reporting (record keeping).

H. In-service training.

I. Continuous evaluation.

J. Promotion, recruitment and retention.

K. Planning with advisory committee.

L. Utilization of all resources.

Budget

1) State staff to implement staff development plan
2) To continue operation of degree programs and consultative services at Auburn and Alabama State University
3) To initiate special services in two other universities for ABE personnel
4) To continue state planning committee for staff development

Planning Schedule

1) State Planning Committee for staff development to meet quarterly
2) Conduct 12 area pre-service workshops each year
3) Conduct a statewide meeting of local superintendents
4) Conduct two or more local in-service meetings each year
5) At least one two-week teacher-training institute each year

Evaluation

Evaluation of Adult Basic Program

1) Through growth of adult basic education programs
2) Through teacher retention
3) Through student retention
4) Through the number of additional cooperating agencies and resources
5) Through the level of professional growth
6) Through the growth of adult education programs in the university
7) Through the number of favorable policy changes
8) Through the increase in the number of graduate students in adult education
9) Through the number of in-service training opportunities for state department, university, and local personnel
10) Through the number of consultations on the state and university level
11) Through the number of planning meetings and involvement at the local level
12) Through progress or plans for the involvement of any additional institutions of higher learning
13) Through the involvement and use of in-state persons in training activities
14) Through the degree of recognition of professional growth through differentiated ratings and salaries for professional staff
15) Through self-study program evaluation

In this era of change the Alabama Planning Committee for the SREB-ABE Staff Development Project has outlined a plan to aid the state in meeting its obligation to the undereducated adults. This outline is to be used to strengthen and improve the adult basic education program. It gives the adult educator an idea of his responsibility to the undereducated adults through his duties as a member of the State Department of Education adult education staff, university adult education staff, or local adult education staff. It will enable the adult educator to locate any resource person in the nation, region, and state that he might want to use as a consultant or for any other purpose to improve his adult education program.

FLORIDA

James H. Fling, Director
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Staff Development Officer
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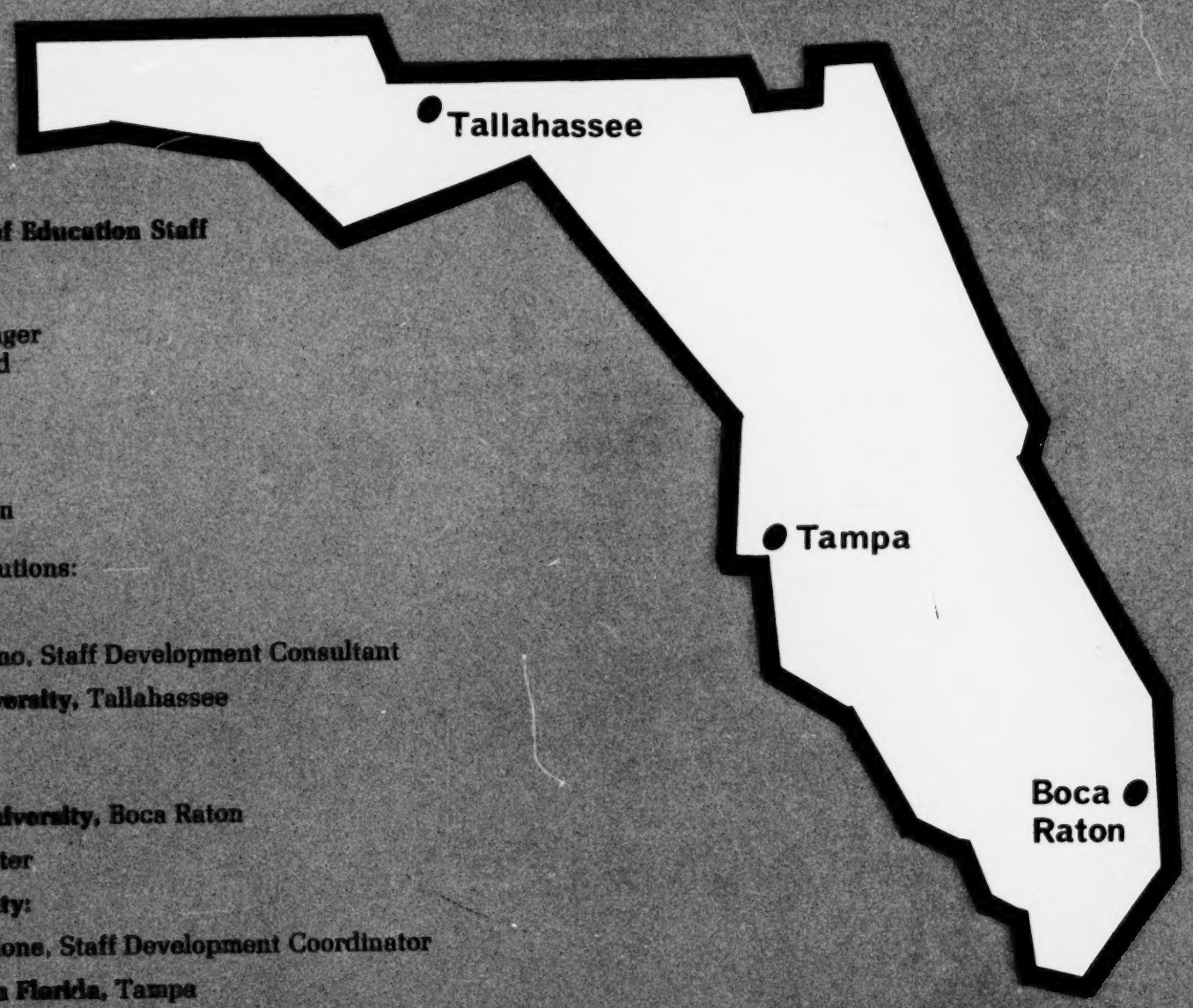

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Preamble

The Florida Plan for Staff Development in Adult Education is an expansion of Section 2.12 of the Florida State Plan for Adult Basic Education. It is an outgrowth of staff development concerns of the state ABE directors of Region Four and took form under a project written by them and administered by the Southern Regional Education Board.

The plan will be supported in its initial stages with project money administered through the Southern Regional Education Board and money from the Florida Department of Education. The project design is such that the support base will gradually shift from the above funding sources to self-support by the participating institutions and programs. This transition should be accomplished within a three-year period.

The plan was developed by a state planning committee with representation from the department of education, the participating universities and the participating counties. The plan may be amended by this committee when deemed advisable and should undergo complete revision at intervals of not more than three years.

Two developments in adult education in Florida point up with clarity the necessity of this plan for staff development. On the one hand, the rapid expansion of the adult education program has resulted in thousands of teachers being placed in adult education classes with little or no training in the practice of adult education. Concurrently, the body of knowledge relating to the practice of teaching adults and the ways in which this practice differs from youth education has become well formulated and documented.

This plan is an attempt to bring together these divergent factors.

Until those working in adult education have fully developed an understanding of the philosophy of adult education, competencies in utilizing the principles of adult learning, and facility in selecting and using appropriate instructional materials, the adult education program in Florida cannot achieve maximum effectiveness.

Resources

Resources available for the implementation of this plan will stem chiefly from the following three sources—local programs, universities, and the Department of Education.

Local adult education programs have operated in the several counties of Florida since 1946. During this time these programs have developed a sizable reservoir of expertise among local administrators and teachers.

The University System of Florida has six institutions of higher learning now in operation with three additional institutions to become operational by 1972. These universities are geographically located so that all sections of the state will have access to university services. Whenever the need is shown, two or more universities may work together to form a consortium in providing additional professional resources.

The Florida Department of Education is organized with an Adult and Veteran Education Section which has responsibility for the Adult Education Program in the state. This section is composed of twenty-one professional administrators and consultants who are available for services in conjunction with the plan.

In addition to these, the regional nature of the project extends the resources to the limits of Region Four and beyond.

Roles and Responsibilities

Local Program

Within each county adult education program an attempt will be made to identify a person responsible for planning and coordinating staff development activities for that county. This

local staff developer will serve as the chief disseminator of all staff development information for the county. He will develop an on-going program of staff development at the local level which may include but not be limited to the following activities: the conducting of surveys in the county and the collection of data concerning teacher problems and concerns; the processing of the data and translation of it into in-service training needs; the planning and conducting of local staff development activities; the maintenance of close communication with the university in his service area and the Department of Education so that he may keep his teachers informed of the professional services available to them.

He is expected to establish reciprocal relationships with staff developers in other counties in order to insure the broadest possible exchange of ideas and experiences. He is also expected to improve his competence through a self-directed program for professional growth.

He may at times be requested to serve on the State Planning Committee for Staff Development.

University

In support of this program the universities of the state are expected to establish departments of adult education at the graduate level and are also encouraged to offer courses at the undergraduate level. These departments should be staffed with professionals who have a broad background in both academic and practical experience in adult education. The program developed by a university department of adult education will consist of credit courses both on and off campus as well as participation in short-term activities conducted within local programs. To assist in this broad task the university will maintain a continuing consultant service. This function will provide for frequent visits by the professor to the local program in order to be kept abreast of current developments, problems, and concerns of the local program. This relationship will be beneficial to the local program as well as supplying data to the university so that the adult education curriculum can be kept current and relevant. The university will conduct surveys and research as time and resources are available. A program of assistance for graduate students in adult education will be encouraged. Each university will be represented on the State Planning Committee for Staff Development.

Department of Education

The Department of Education shall serve as the coordinating agency for staff development activities within the state. A chief function will be to facilitate the flow of information and keep the lines of communication open among the participating institutions and programs. The resources of the Department of Education will be utilized in developing departments of adult education in the universities, and in developing ongoing programs of staff development at the local level. The State Department of Education will perform a liaison function for staff development between Florida and other states of the region and the nation. A representative from the State Department will serve on the State Planning Committee for Staff Development.

Objectives

The objectives listed are concerned primarily with the implementation of the program. They will be modified as the program progresses and the plan is updated.

Goal

To increase the effectiveness of the Adult Education Program in the state of Florida through the systematic development of a broadly based program of continuing pre-service and in-service training for professional adult educators.

General Objectives

1) To secure a broad base for the program through the involvement of the Florida Department of Education, the University System and local personnel of adult education programs.
2) To establish, define and develop the roles and relationships of the participating agencies and institutions.
3) To devise strategies and techniques for implementing and maintaining the program.
4) To develop a continuing system for evaluation of the program to determine its effectiveness.

Specific Objectives

1) To establish and maintain at the Department of Education level the position of Staff Development Coordinator for Adult Education.
2) To establish and maintain departments of adult education at universities geographically located throughout the state so that all adult educators will have access to this service, both off and on campus.
3) To establish and maintain in local adult education programs a person responsible for coordination of local staff development efforts.
4) To develop and define the roles of each institution, agency and activity and establish a cooperative working relationship among them.
5) To establish open lines of communication among all participants in the program so that each activity complements the others.
6) To develop at each participating university a body of approved adult education graduate and undergraduate courses which will be beneficial for both the degree seeking student and the non-degree student.
7) To develop within each university's service area a continuing consultant service for local programs. The two-fold benefit deriving from this would be help for the local programs in solving problems and an opportunity for the university to gain insight into local needs which in turn would be reflected in university curriculum.
8) To perfect in each local staff developer the skills needed to survey the needs of professional adult educators; and to relate, organize, and implement these findings into staff development activities.
9) To cultivate in the Department of Education's staff developer the necessary skills in coordinating and directing the activities of the several autonomous agencies.
10) To establish existing levels of staff development in the adult education programs in Florida. These levels will serve as benchmarks for evaluating the outcome of this effort.
11) To survey adult educators in Florida to establish a priority of needs within the program.
12) To develop a system of evaluation for this staff development plan which will reflect accomplishments against established benchmarks and which will take into account the priority of needs established by the adult educators.

Procedure

The Florida Plan for Staff Development in Adult Education will be under the overall direction of the Administrator of the Adult and Veteran Section of the Florida Department of Education. The administrator will designate a professional staff member from his section to assume the responsibility for co-

ordination of staff development activities in adult education at all levels throughout the state. The Department of Education area supervisor in the geographic area served by a university shall work closely with the university and local adult education staff in planning and implementing staff development activities.

In the initial stages of the plan support money will be made available to selected universities that agree to establish departments or programs of adult education. This money will be available for such items as professional and clerical salaries, graduate assistants, travel, supplies and equipment. Budgetary control of these items will be exercised by the source supplying the funds. As the university departments of education become established and operational, the tuitions generated should serve to support the need for the continuation and expansion of the department. The Department of Education may continue to support certain non-traditional aspects of the program such as the continuing consultant function. As the program progresses, other universities will be encouraged also to establish adult education programs to support the staff development effort.

Two counties with major adult education programs and in close proximity to participating universities will be selected for support under this project in its initial stages. The local district school board will agree to designate a staff member whose major responsibility is adult education staff development within the local program. The county further agrees to share the services of this staff member with other counties in the university service area and to assume support of this position within a three year period. Other counties will be encouraged to initiate staff development programs on the pattern established by the participating counties.

Evaluation

A systematic procedure for evaluating this staff development plan will be developed. These evaluation activities will be conducted at regularly prescribed intervals and will perform a dual function.

First, the evaluation will measure program accomplishments against the previously established staff development benchmarks. The initial efforts at evaluating these accomplishments will probably tend toward quantitative measures. As the program progresses the acquisition of greater sophistication will permit moving toward more qualitative evaluation. After the number of educators availing themselves of this service has been determined, an attempt should be made to learn what effect the service is having on what is taking place in the classroom.

The second function of this evaluation will be to gather data which will form the basis for rational modification of this plan.

Whether this plan succeeds or fails, it will require modification. If it succeeds it will alter the teacher training needs of the state to the extent that modification is mandatory. If it fails, a new approach must be devised.

Participating universities and local staff developers will evaluate their activities on a continuing basis, utilizing instruments which reflect the criteria mentioned above. Results of these evaluations will be forwarded to the Department of Education staff developer for compilation and analysis.

The Department of Education staff developer will conduct a continuing evaluation of the total program with the major focus on aspects of coordination and communication.

Results of the various evaluations will be discussed in meetings of the State Planning Committee for Staff Development which will be held at regular intervals. Modifications of the plan will evolve from these meetings.

GEORGIA

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Staff Development Officer
Catherine Kirkland 1969, 1970
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Historical Background

The state of Georgia first participated in staff development in the middle sixties when the state director attended national workshops in adult basic education held for state adult education personnel by the National University Extension Association. Several of these were held throughout the United States.

In 1969 state directors of adult education in six southeastern states requested regional funding of a staff development project. This was funded and the project was headquartered at the Southern Regional Education Board.

These developments allowed the number and type of staff participating in staff development activities in adult education to extend from only the top officials in each state at the beginning to the involvement of large numbers of local county personnel in such activities at present.

The location for such staff development has also expanded from one annual activity somewhere in the Southeast to multiple annual activities for each major area of all of participating states.

In Georgia, as the state began to receive monies for its staff development program, the first major thrust was begun by the State Department of Education in setting up and conducting workshops over the state for teachers new to adult education. Methods and techniques for working with the disadvantaged adult, materials, and the culture of the disadvantaged were introduced to the new teacher. These continued as the knowledge gained from the regional and national workshops described above was brought back to the state by the participants from these workshops for adult education personnel.

The State Department desired to build within the state competence for staff development in adult education, therefore, it was very much involved in the activities which led to the establishment of a Department of Adult Education at the University of Georgia in the College of Education. The department was authorized to offer masters and doctorate degrees in adult education.

In the first months of the department's existence, the State Department contracted with the University for the Department of Adult Education to produce textbook materials, television tapes, and to conduct area in-service courses in adult education. The state educational television network was utilized to reach every county with in-service materials. This contract for services allowed the University to employ an additional staff member who was especially competent in adult basic education. It also aided the immediate development of the materials and activities, thereby insuring funds to encourage strong persons to study in adult education.

These activities were well underway by the State Department when the SREB project materialized. It allowed Georgia to add additional persons at the State Department level. Funds for further institutional development respecting competencies were also available. Because things were going well at the university and because the university personnel encouraged additional institutional involvement, Georgia decided to divide the state into quadrants and assign one State Department staff member to oversee each quadrant. This decentralized state administration of adult education. Also, one higher education institution in each quadrant was identified and enlisted to serve as the quadrant institution responsible for staff development efforts in that quadrant. These institutions would add specially prepared and experienced staff who would serve as a resource to the state consultant responsible for that quadrant. The two would serve as a team.

A quadrant advisory council for each area was established and this council became the program planning and staff development agency for each quadrant. The quadrant council was made up of administrators, teachers, state department personnel, and higher education staff. It was usually representative respecting sex, race, and geography. Council mem-

bers became partners with the State Department of Education, adult education consultant, and the higher education professor in the sense that they significantly aided in the development of quadrant programs and activities through their involvement and insights from local on-going programs of adult education.

At the state level, the teams meet quarterly to exchange reports and experiences. An exchange and rotation of materials, resources, and activities between quadrants has resulted.

In 1970, the State Board of Education adopted certification standards for adult educators. These standards allow for the addition of adult education as a field of competence and for the masters degree or the sixth-year program in adult education. Thereby, the certification standards encourage the part-time adult education staff to engage in upgrade experiences and it encourages the development of persons who will serve in full-time professional capacities as adult educators.

Rationale

A plan represents a description of progress the state has made in developing training and lays a basis for future cooperative expansion involving current and expected future participants. In this way, a plan helps training staff and those to be trained to know what has been accomplished, what mechanisms exist to maintain those accomplishments, and what future directions should be taken.

The following functions are served within the context of the Georgia plan for adult education professional staff training and development:

1) The scope of training activities within the state, at all levels, are described in relationship to the types of professional staff performance behaviors sought.
2) The resources available to conduct training (with local AE/ABE programs, the State Department of Education and higher educational facilities) and the responsibilities of these resources are outlined.
3) The relationship between similar and different training activities—statewide and quadrant-based—is outlined, preventing needless duplication of effort, but insuring that certain necessary activities are replicated throughout the state.
4) Discrete training and development activities described within the state plan provide the concrete object against which relevant improvement-oriented evaluation can be conducted.

This plan is not a harness, but a guide which enables staff development activities in the state to grow, with a minimum of needless duplication of effort. So many adult education staff personnel are part-time, with little time to devote to their own pre- and in-service training and development. As a result, training must be efficiently organized, and specifically oriented to staff needs. With the approved required certification of adult education personnel, this organization of cooperative statewide effort becomes increasingly necessary.

A lot of activity has been generated over a short period of time. This plan draws together what has happened and underlines the process of cooperative effort and efficient use of resources so necessary to continuous and effective professional staff training and development. The addition of a plan and planning will continue to bolster the level of professionalism in adult education which has grown in Georgia during the past five years.

Objectives of the Georgia Plan

The Georgia plan for staff development is designed to provide uneducated and undereducated adults access to quality continuing education. This is being achieved by developing institutional competence for adult education, professional training, and program development. The forms of these achievements are primarily the Georgia State Department of Education, the four selected state colleges and universities (University of Georgia, West Georgia College, Georgia Southern College, Albany State College) and the county and separate city public school systems of the state.

The Georgia Plan is designed to achieve the intent of the eight state Southeastern Adult Basic Education Staff Development Project, funded under Section 309b and 30% of the Adult Education Act of 1966. In agreement with the Project goals, the plan addresses six active components:

1) State Department of Education leadership role
2) Local area in-service training capability
3) Higher education staff training capability
4) Continuing consultant services
5) Regional seminars
6) Technical services

An integral phase of the Georgia plan is a conceptual scheme for viewing the components of the staff development process in a meaningful relationship. The scheme selected relates behaviors to be internalized, agency and role for which the behavior is most appropriate, and most probably training agent and method. The flow chart presented below presents suggested relationships to be fostered for maximizing the returns of the agencies, personnel, and the staff development activities themselves.

The flow chart identifies behaviors to be internalized or improved and the persons for which those behaviors are most appropriate. In addition, the level at which responsibility for training reasonably lies is identified. Here, the classifications were quite general (State Department, college, or local). Finally, for each specific behavior, the typical kind of training was suggested. Again, the categories were inclusive rather than exclusive types (P-practicum, V-visitations, W-workshops, C-credit courses, ALL-all types).

The flow chart is a representative sample of the major behaviors to be internalized and the means for conducting training activities. The list, which is not exhaustive, designates those with primary responsibility for behaviors and training.

Primary is interpreted as initiating-type responsibility. However, secondary responsibility would involve other listed personnel. The scheme serves as a guide to the selection of staff development training activities to meet efficiently and effectively the needs of Georgia's adult educators.

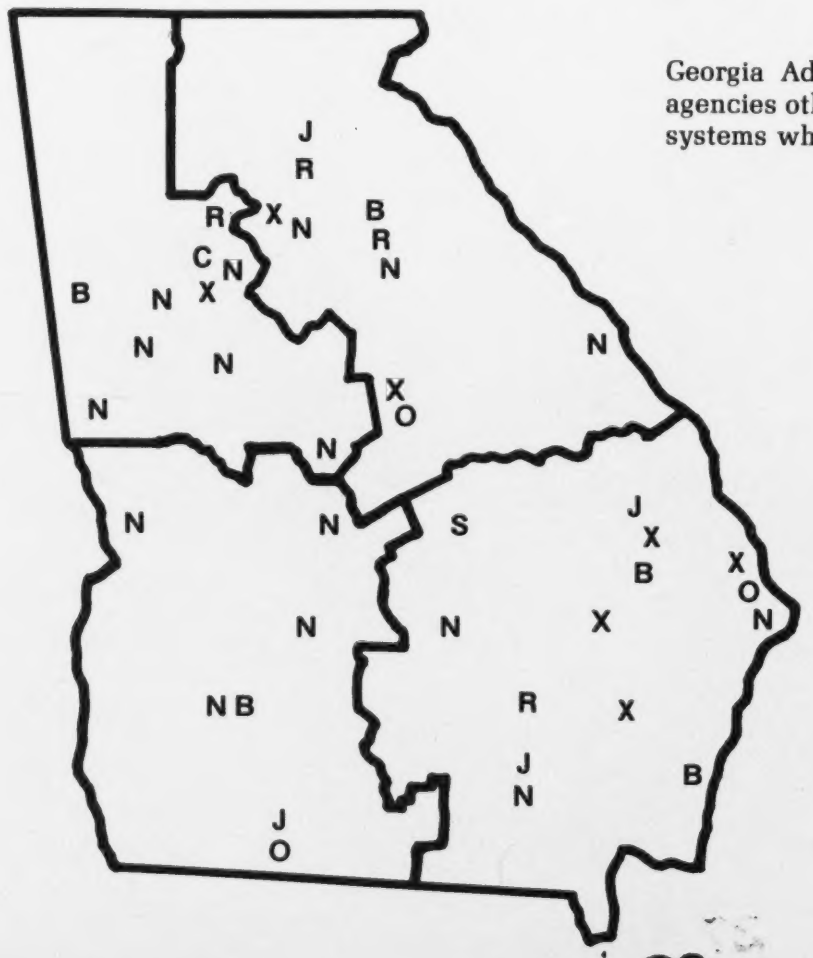
Third Phase Implementation

The third phase of the Georgia plan will consist of implementation by the State Department of Education, colleges, and local districts in an in-service education program. This plan requires each local district to conduct ten hours of in-service education during succeeding school year 1971-72 over at least a ten-week period. All college credit will meet college requirements of two and a half hours each session. The local ABE coordinator will be responsible for planning and conducting the in-service programs with assistance from the state department of education and that of cooperating colleges. Local coordinators may join in a regional or district effort to conduct in-service programs, and number of participants will be

Specific Behaviors to be Internalized and/or Improved	Related Components of Staff Development Process: Personnel for Whom Behaviors Are Most Essential						Level Typically Responsible for Training Program			Most Appropriate Kind of Training Activities
	College Faculty	S. D. E. Consultant	AE/ABE Coordinator	AE/ABE Teacher	AE/ABE Aide	Advisory Council	S. D. E.	College	Local	
Promote & issue news releases and information publicizing adult education activities		X					/	/		P-W
Officially represent S. D. E.		X					/			ALL
Identify & offer outside resources to meet training needs	X	X					/	X		V-W
Develop activities which promote broader adult education opportunities, e.e., superintendent meetings, adult education councils, community school projects		X					X	X	X	ALL
Negotiate and accept contracts or memorandums of agreement for internships, demonstration programs, research staff development training	X	X	X				X	X		ALL
Develop grant applications for demonstration or training projects within selected systems	X	X	X			X	/	X		P-W
Foster and plan comprehensive program planning and training for large geographic units	X	X				X	/	X		ALL
Conduct institutes & workshops	X	X					/	/		W-P
Conduct credit classes	X						/	/	/	ALL
Set up demonstration projects	X	X					/	/	/	V-W
Visit agencies & local systems		X					/	/	/	V-P
Write professional material	X						/	/	/	C
Act as headquarters for scheduling, planning, and conducting area staff-training activities		X					/	/		P-W-C
Initiate new programs to meet discovered training needs		X					/	/		V-W
Be an example of continued professional growth by planned learning	X	X	X	X	X	X	/	/	/	W-C

Specific Behaviors to be Internalized and/or Improved	Related Components of Staff Development Process — Personnel for Whom Behaviors Are Most Essential						Level Typically Responsible for Training Program			Most Appropriate Kind of Training Activities
	College Faculty	S. D. E. Consultant	AE/ABE Coordinator	AE/ABE Teacher	AE/ABE Aide	Advisory Council	S. D. E.	College	Local	
Aid development of system plans		X					/	/		ALL
Accept county & separate system plans		X					/			P-W
Plan and announce annual schedule of training activities		X				X	/	/		P-W
Administrator official system reports, budgets, personnel requests, etc.		X					/	/		ALL
Utilize local personnel, methods, & materials in on-going classes or activities	X	X	X	X	X	X	/	/	/	P-W
Develop local system plans & schedules of in-service and per-service activities			X				/	/	/	P-W-C
Request aid of S.D.E. consultant and college personnel for needed assistance			X			X	/	/	/	P-W
Foster participation of personnel in local, state, regional, and national training and professional activities	X	X	X			X	/	/	/	ALL
Engage in personal sharing activities with colleagues	X	X	X	X		X	/	/	/	ALL
Forward requests for institute and workshop content	X	X					/	/		P-W
Participate in local system in-service activities for staff development			X	X	X		/	/		ALL
Aid local systems in developing staff training activities which build toward broad training objectives			X				/	/		W-C
Read and utilize published proceedings of workshops and institutes	X	X	X	X	X	X	/	/		W-C
Request and utilize outside technical services for activities having greatest need and widest application	X	X	X				/	/		ALL
Identify through surveys & field activities needs for technical services	X	X	X				/	/		ALL

determined by those planning the session. Where all teachers are involved from a local district, whether for credit or not, a regularly scheduled college course may meet this requirement. Participants who want college credit must register with the college offering the course and are responsible for paying their own fee. Any course that meets this requirement must be approved by the state department of education. Teachers will be required to attend ten hours of in-service instruction each year and will be paid the same rate of compensation as they receive for teaching regular adult classes. The 200-hour class time will be reduced to 190 hours in order to fulfill this provision.



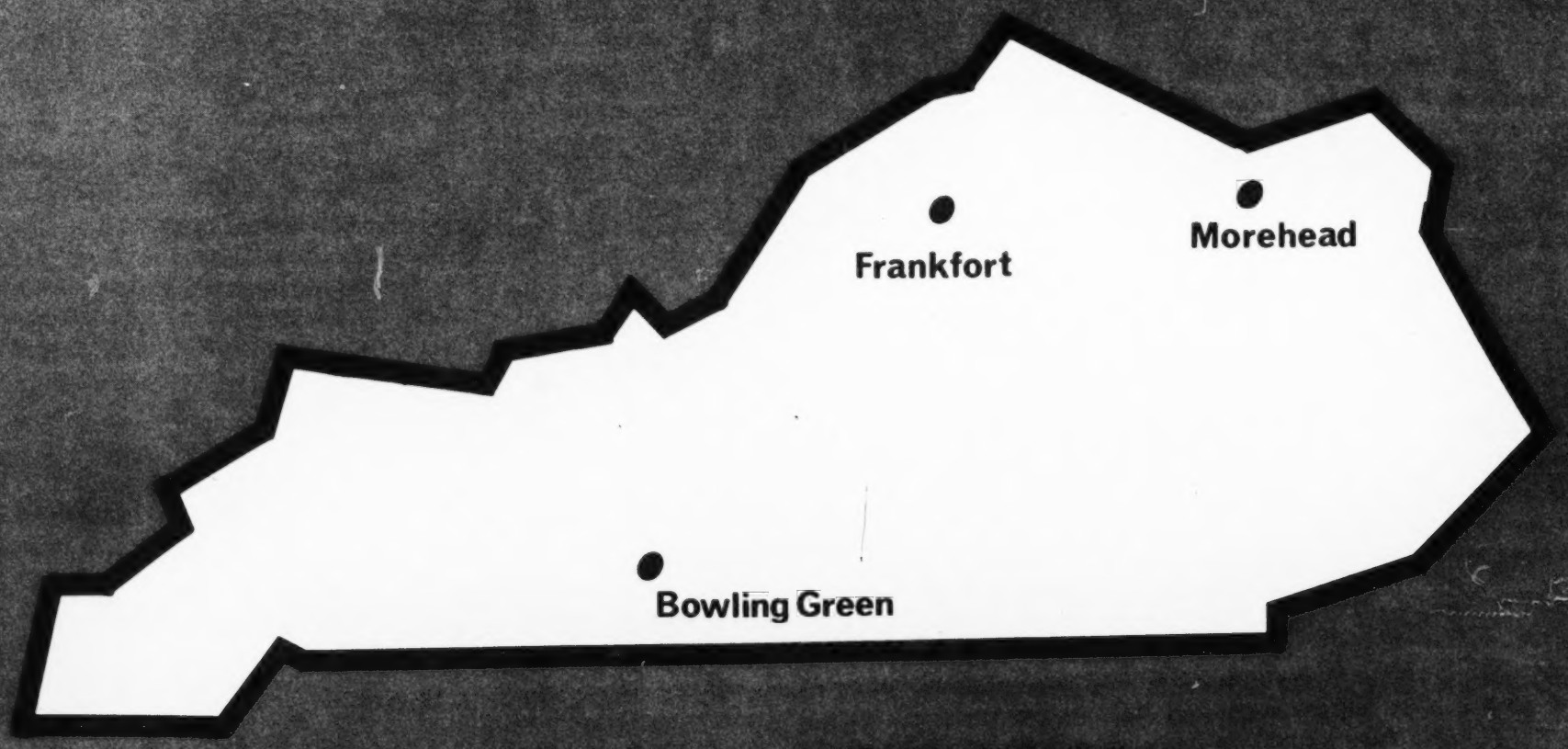
Georgia Adult Education Program activities with designated agencies other than the county and separate city public school systems which are the outreach vehicles for all efforts.

X - Correctional Institution
W- Institution for Blind
H- Educational Television Network Coverage Area
R - Model Cities
B - Colleges with Special Adult Education Activities
O - Mental Health Institution
N - Learning Lab Sites
J - State Department of Education Shared Services Centers
S - V.A. Hospital
C - Bi-lingual Program

KENTUCKY

Ted Cook, Director
Division of Adult Education
Department of Education

Staff Development Officer
Robert Pike



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Dr. Harold Rose

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Dr. Raye Clark
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Philosophy

It is generally recognized that the public school systems in Kentucky have been forced to actively recruit teachers to satisfy the needs of an increasing number of adults interested in adult education. In an attempt to satisfy this demand, Kentucky school systems have been forced to rely primarily on public school personnel trained in the art of pedagogy, rather than andragogy, to staff the adult education programs.

Because the motivation and behavior patterns of the adult student are different from those of the pre-adult student in a public elementary or secondary school, the basic philosophy underlying adult education efforts in Kentucky is predicated on the belief that working with adults requires unique skills and techniques. The improvement of administrators, supervisors, teachers, and related personnel is most essential if the educationally disadvantaged adults in this state—approximately 400,000 with less than an eighth grade education—are to overcome their educational deficiencies and take their rightful place as productive, contributing members of society.

Therefore, it is essential that considerable attention be given to the domain of staff development, with cooperative action ensuing between the State Department of Education, local school systems, and institutions of higher learning. Consequently, the remainder of this paper will focus on the staff development plan for adult education personnel in Kentucky.

Objectives

The purpose of the staff development plan is to formulate and implement a delivery system that will prepare qualified persons—administrators, program planners, teachers, counselors, and researchers—to staff instructional activities for adults. More specifically, learning experiences will be provided by the State Department of Education, local school systems, and institutions of higher learning that will afford Kentucky adult education personnel an opportunity to improve themselves with regards to:

1) An awareness of the role and importance of adult education as a unique segment of the total field of education
2) An understanding of the social and economic conditions of disadvantaged adults and the impact of these conditions with respect to creating an effective learning environment
3) An understanding of the physiological and psychological characteristics of the adult learner with implications for teachers of adults
4) An understanding of the importance of and procedure involved in determining adult needs and goals
5) An understanding of the methods and techniques available for working with adults and process of determining the best method and/or technique for given situations
6) A knowledge of the competencies required in subject matter areas, including skill sequences in such areas as reading and mathematics
7) An understanding of the procedures involved in administering and interpreting diagnostic inventories to ascertain academic deficiency
8) A knowledge of the principles of program or curriculum development that will enable the learners to meet their goals
9) An awareness of the principles of guidance and counseling that will enable the adult educator to aid in solving the learner's social, economic, and domestic problems
10) An awareness of the community resources that are available to the disadvantaged adult

11) A knowledge of the principles of evaluating curriculum materials available to adult learners

12) An understanding and importance of the principles of evaluation and their applicability to local situations

Resources

The staff development plan in Kentucky will be operationalized through three administrative units as follows:

1) The State Department of Education

2) Selected colleges and universities

3) Local educational systems

Responsibility for the initiation of staff development activities will be a function of the State Department of Education, where sufficient legal, administrative, and fiscal procedures exist.

Community support will be made possible through a close working relationship through such agencies as the Department of Economic Security, Department of Health, Employment Security, Office of Economic Opportunity, Vocational Rehabulitation, and others.

Professional associations that support adult education in Kentucky are: (1) National Association for Public Continuing and Adult Education (NAPCAE); (2) Adult Education Association of the USA (AEA); and (3) Kentucky Association for Continuing Education (KACE).

In addition, many resources are available in the State Department of Education, local school systems, and universities other than those designated specifically as adult education. These include the areas of guidance and counseling, reading, vocational rehabilitation, vocational education, administration and supervision, and others.

Agency Functions

As mentioned previously, the three primary agencies involved in the staff development plan will be the State Department of Education, local school systems, and universities. Each of these has established certain administrative procedures that will, hopefully, enhance the accomplishment of the behavioral objectives set forth for Kentucky's adult education personnel earlier in this paper. Each of these will be discussed in detail.

State Department of Education

The State Department of Education will coordinate all of the activities formulated, implemented, and evaluated relative to the Staff Development Plan. In essence, the director, assistant director, and four area supervisors of adult education will comprise a coordinating unit for all planning activities by the state staff, local administrators and teachers, and university personnel in determining the kinds of learning experiences that will be provided.

A State Staff Development Committee will be created. It will be composed of the State Department of Education's adult education Staff (six members); university adult educators (three members, including one from Kentucky State College, one from Morehead State University, and one from Western Kentucky University); and local teachers and supervisors (twelve members representing the four geographical regions of the state).

In addition, an In-service Training Committee for each of the four geographical divisions of the state will be formed. This committee will be comprised of the state staff member in charge of that region, the adult educator from the university serving that particular region (Kentucky State, Morehead State, and Western Kentucky), and five local program members.

The state department's adult education area supervisor serving each geographical region has worked closely with the

three universities participating in SREB activities in establishing academic programs for adult educators. This close working relationship is expected to be maintained and strengthened.

While the state department is designated as the coordinating agency, one individual, the assistant director, will assume the responsibilities for staff development in Kentucky.

In contributing to the accomplishment of the behavioral objectives of the Staff Development Plan, the State Department of Education will:

1) Provide the leadership that will allow for more complete and effective training for all adult education personnel
2) Work in conjunction with university and local ABE personnel in each geographic region in determining training needs
3) Serve as a liaison between local systems and universities in the delivery of appropriate learning experiences
4) Improve its leadership capabilities by participating in conferences, seminars, workshops, and institutes sponsored by local, state, and federal agencies
5) Serve as resource persons in the content areas in which they are professionally competent
6) Encourage local personnel to involve university personnel in the process of identifying and solving adult education problems
7) Alert local personnel in regards to services available from the universities such as on-campus and off-campus courses (both undergraduate and graduate), workshops, and seminars.
8) Utilize university personnel in all statewide training activities
9) Create an awareness of the importance of adult education staff development among local boards of education and school administrators
10) Develop an incentive system for participating in staff development activities
11) Develop employment standards for adult education personnel
12) Pursue the concept, with universities, of allowing adult educators to receive credit from any Kentucky institution of higher learning regardless of where the credit is earned
13) Pursue the concept of creating a system whereby the results of workshops, institutes, etc. may be disseminated
14) Explore the potential role of paraprofessionals in local programs
15) Consider purchasing innovative types of equipment, house these in the State Department of Education, and let the area supervisors demonstrate their applicability to local programs during their regular visitation schedules

Universities

Three institutions of higher learning have been selected to develop academic courses for the training of adult education personnel: Kentucky State College, Frankfort; Morehead State University, Morehead; and Western Kentucky University, Bowling Green. Morehead State has a master's degree program with a major in adult education in operation. The other two are presently offering adult education courses, and it is anticipated that Western Kentucky University will formulate a proposal for the offering of a degree in adult education in 1971-72. Kentucky State College is expected to move in this direction subsequently. (See Appendix for list of courses.)

All three institutions have been and will continue to be engaged in in-service activities for adult education personnel. In addition, they have served and will continue to serve as consultants to local and State Department of Education personnel as the need arises.

In contributing to the accomplishment of the behavioral objectives of the Staff Development Plan, the universities will:

1) Provide undergraduate and graduate courses designed to provide learning experiences that will assist adult education personnel in the attainment of the behavioral objectives
2) Develop graduate and/or undergraduate programs for teaching and administrative personnel
3) Assist the State Department of Education in providing short-term pre- and in-service activities for new as well as experienced adult educators
4) Conduct summer institutes for adult education personnel
5) Provide consultant services to local programs and the State Staff as requested; and as a result, make courses relevant to local problems
6) Conduct research in adult education
7) Offer sufficient off-campus courses in adult education so that academic training will be available to every local system in the state
8) Avail themselves of continuing education opportunities in order to stay abreast of and relevant to needs and innovations in the field of adult education

Local School Systems

Local in-service has been and will continue to be left to the discretion of each school system. The planning of these local in-service education programs has been and will continue to be under the direction of the local school superintendent or his designated staff member. The state staff and university personnel will assist the local systems in this effort as assistance is requested.

In contributing to the accomplishment of the behavioral objectives of the Staff Development Plan, the local school systems will:

1) Require teacher participation in pre-service and in-service activities as a condition of employment
2) Work with the State Department of Education in establishing policies and procedures for the operation of in-service programs
3) Select appropriate personnel for attending adult education workshops and institutes
4) Provide continuous in-service at the local level
5) Recommend courses, as well as offer assistance with their design, to be taught at the local systems
6) Conduct continuing evaluations of adult education staff development projects
7) Identify needed areas of research in adult education
8) Solicit the support and assistance of other community agencies in identification of local needs and in conducting in-service training

Evaluation

The staff development activities will be evaluated. Instruments will be constructed to ascertain demographic data about the participants and their reactions to various facets of the training provided. These instruments will not be designed primarily to measure lower and higher cognitive gain in knowledge, but will primarily ascertain agreement and disagreement with the overall conduct of each training session.

APPENDIX

Adult Education Courses Offered At Kentucky Universities

Kentucky State College

The following undergraduate course in adult education has been approved for offering at Kentucky State College:

Ed 460, **Introduction to Adult Basic Education.** A survey of adult basic education designed to develop a philosophy of ABE and an understanding of the undereducated adult. Emphasis will be placed on the adult learner and his needs, individualized instruction, ABE materials, ABE testing, the ABE teacher, and current opportunities in ABE.

The following courses have been proposed and approval is expected in the near future:

Individualized Instruction in Adult Basic Education. A laboratory course designed to familiarize students with the methods used in individualizing and how they can be instituted in the classroom. Students will receive practical experience in utilizing a variety of materials and approaches to individualization.

Adult Education in Society. An overview of adult education in America including historical background, scope and nature of the field, and psychology of the adult learner, with an emphasis on recent research in the area.

Morehead State University

The following courses in adult education have been approved for offering at Morehead State University and count toward meeting the requirements for a Master of Arts Degree in Adult and Continuing Education:

Ed 454G, **Principles of Adult and Continuing Education.** Overview of adult education, historical development, psychological and sociological basis of adult learning, trends and major issues in adult education, and principles of teaching adults.

Ed 550, **Basic Education for the Disadvantaged Adult.** The sociological, psychological, and economic problems of the disadvantaged and an investigation of tradition and innovative approaches utilized in working with the disadvantaged adult.

Ed 551, **Human Development in Adulthood** (Prerequisite, 454G). The psychological and physiological changes in adulthood. Designed to provide opportunities to apply knowledge of human development to the problems of working with adults.

Ed 552, **The Community School** (Prerequisite, 454G). The philosophy and operation of a school to serve the needs of all people in the community. The community-wide use of school facilities and total community involvement in the educative process.

Ed 553, **Planning and Evaluating the Adult Program** (Prerequisite, 454G). A study of program development with special emphasis on designing and improving programs through the evaluation process.

Ed 554, **Special Problems in Adult Education.** Directed individual study of problem areas in teaching and administering adult programs.

Ed 558, **Seminar in Adult Education.** A series of presentations by graduate students, visiting lectures, and members of the graduate faculty on problems and issues confronting adult educators.

Western Kentucky State University

The following courses in adult education have been approved for offering at Western Kentucky State University:

Ed 404, **Adult Education: Historical and Contemporary Perspectives.** This course deals with the historical development and philosophy in the field of adult education and an examination of current issues and priorities. This course may be taken for upper-division undergraduate or graduate credit.

Ed 578, **Basic Education for Adults.** This course considers the various aspects of providing meaningful educational experiences for the educationally disadvantaged adult. Although generally structured around the needs of teachers in public school adult basic education, the course deals with various concepts and principles applicable to adult education endeavors by other agencies. Graduate credit only.

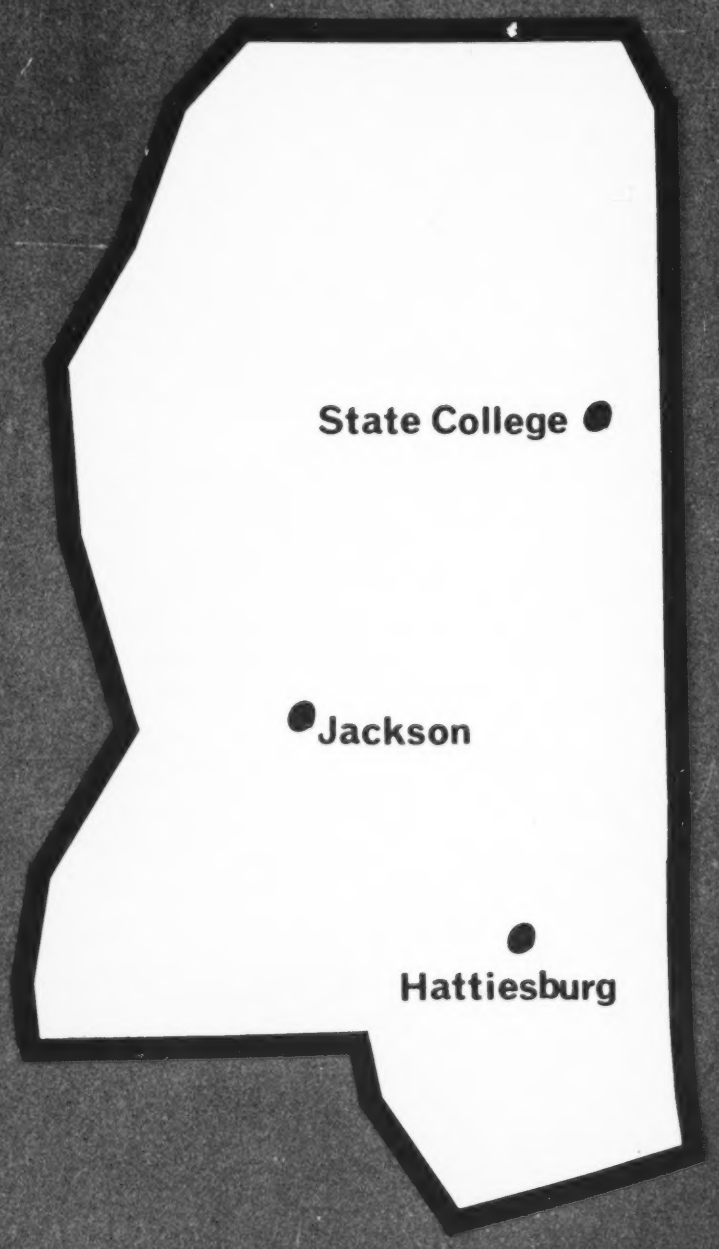
Ed 582, **Adult Education Program Planning Principles.** As the title implies, this course deals with some basic principles of adult learning, decision making, and considerations for planning, executing, and evaluating adult education programs. Graduate credit only.

Ed 693, **Programs in Continuing Education.** A general survey of adult education with emphasis upon the organization and administration of continuing education programs. Graduate credit only.

MISSISSIPPI

J. C. Baddley
Supervisor of Adult Education
State Department of Education

Staff Development Officer
Bonnie Hensley 1969, 1970
Fern Bess 1971



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Philosophy

The Mississippi State Department of Education believes that education of the adult is as great a necessity, and as great a responsibility, as education of pre-adults. Adult education should therefore become an integral part of each local school system in the state. Through our Adult Basic Education program, we *would desire* to raise the educational level of the undereducated in our state, increase the opportunity for these people to become more productive through better employment and raise the state's economic status, to reduce their dependence on others, and to assist them in meeting adult responsibilities.

In order to achieve the goals set forth in the preceding philosophy, it is necessary to have a cadre of trained, competent and dedicated ABE personnel. Almost all of the teachers in our adult basic education program are part-time, their main responsibility is in the elementary or secondary schools. Mississippi is like most other states in having these part-time teachers.

Since most of our teachers were trained for elementary and secondary schools, it was realized in the beginning that a means must be employed to train these teachers in adult basic education. The teachers would need training in recognizing the needs and interest of the uneducated and undereducated adult and in the proper methods on instruction that should be utilized.

Since Mississippi entered the adult basic education field in 1966, we have participated in staff development through regional institutes in South Carolina, Florida State University, Tuskegee Institute, North Carolina, Morehead in Kentucky and Rust College in Mississippi.

Attempts have been made on the local level for pre-service and in-service training. These activities have been somewhat successful, but further improvement is needed. One weakness felt by local leaders is the need for specific guidelines for implementing teacher-training at the local level.

Through the Southern Regional Education Board's Adult Basic Education project we have been able to increase competencies for teacher-training on all levels. More time is needed to develop these capabilities to the point that we reach the objectives that have been set.

In trying to develop a plan that can be followed in accomplishing our task, we must identify resources that are available and define the responsibilities that each resource has.

Objectives and Rationale

In order to further implement a total program of staff development in Adult Basic Education in Mississippi, the following objectives have been derived.

To develop an effective program for training and retraining personnel in ABE:

A. The State Department of Education will provide leadership in developing and implementing a statewide plan for:

1) SDE staff
2) Local administrators
3) Local teachers and staff

B. Local program supervisors will develop and implement a specific plan of in-service training for:

1) The beginning ABE teacher
2) Experienced teachers
3) Other staff members

C. The university and college staff will provide resources and assistance in the following areas:

1) Planning training programs

2) Implementation of the training

3) Program evaluation

To provide adequate incentives for ABE staff members to improve individual capabilities:

A. The State Department of Education will develop certification standards to improve the minimum competencies of the ABE staff from the director to the local teacher.

B. The State Department of Education will provide opportunities for its staff to participate in state, regional and national training programs.

C. Local program supervisors will provide an organized, systematic in-service training program for the local staff.

D. University and college staffs will participate in local, state, regional and national ABE programs.

To develop a system of need identification in ABE within the state by:

A. Developing surveys to provide relevant information concerning the training needs of various programs and individual staff members.

B. Conducting subsequent follow-up of previously identified needs in order to establish a priority of training needs within the state.

To coordinate the services of the State Department of Education, local programs and colleges by:

A. Developing training plans cooperatively.

B. Utilizing the capabilities and leadership of all staff throughout the geographic areas of the state.

C. Initiating regular statewide meetings to inform ABE personnel of expertise available at the State Department, college and local levels. These meetings will also include personnel from other organizations and agencies involved in adult education.

To develop a systematic plan of continuous and total evaluation by:

A. Conducting an annual assessment of progress toward meeting the identified training needs.

B. Using assessment information to determine the direction of future training programs.

Resources and Roles

State Department of Education

The State Department of Education can offer services both to institutions of higher learning and to local programs, in connection with program development and implementation. It is responsible for the distribution of funds to the local programs and for assisting these in all areas of their programs. In addition, the State Department of Education provides information about ABE activities to all citizens of Mississippi through the press, audio-visual means and personal contacts.

The special knowledges of the staff members can be utilized in teacher training and in the daily operation of the programs. A staff member has been given the task of staff development. This staff member is responsible for coordinating teacher training of all types. The teacher training would include institutes and workshops of varying lengths and content, and would also involve working with college and university staffs and local teachers and supervisors in planning programs that are relevant to the needs of the new and experienced teachers in the classroom.

State staff members have areas of specialization that can be utilized by the local programs. One staff member aids the programs in the selection and use of materials and course content. Another works in the area of guidance to assist in the testing program and guidance of students. A third member works to acquaint the programs with the general educational

development and in supervision. A fourth member works in general supervision and helps with the required record keeping. State department of education staff members visit classes in local programs for the purpose of helping them improve their programs and offer any assistance in identifying and solving problems in teaching adults, training programs and developing suitable materials.

University and College Staff

University and college staff members in the various institutions have responsibilities varying from release time to work in the adult education department. The colleges and universities have developed areas of specialization and can also assist generally, if needed.

Mississippi State University can serve primarily experienced teachers and administrators. The staff can assist local clientele in developing competencies in adult learning, methods, evaluation and administration. Another area of concentration is the preparation of teams of teacher trainers at the local level in order to facilitate and encourage local clientele to plan, implement, and evaluate pre-service and in-service training. Continuing consultant services are offered to local and state programs with particular emphasis upon identifying and solving pertinent problems. In addition, efforts are focused upon building a graduate program in order to provide graduate study for those who are interested in both certification and degrees in adult education.

The University of Southern Mississippi works in the area of reading, and it is prepared to train teachers and teacher trainers in the skills acquired in teaching reading to the adult. They plan to add staff to conduct general courses in adult education within the School of Education. Jackson State College has developed a capability for working with new and inexperienced teachers.

Courses are offered relating adult education to content areas of instruction and the services of the counseling and testing center. Services of the reading and language laboratories and the computer center are also available to these teachers. The staff and graduate students assist in teacher training. Assistance in teacher training and working with local programs can be included in their contributions. The University of Mississippi has moved into the area of adult education through its extension department. It is now bringing together industry and adult education. Facilities and staff are adequate to work in teacher training. All of the colleges and universities have facilities that can be used for institutes and workshops.

Local Program Personnel

Local program personnel have capabilities that can be utilized for teacher training. Teachers serve on planning committees with State Department of Education and university staff members in planning for institutes and local, area and statewide workshops. They bring to these planning sessions a knowledge of needs, problems, and weaknesses of the local programs. Teachers from local programs can make contributions through presentations to workshops and institutes as participants. Some teachers learn to be teacher trainers for their local programs. Others become part of a team that is available to work in area workshops.

The responsibilities of the local program would also include providing facilities for training programs. These facilities could be used on local, area, and statewide levels.

The local programs can develop materials for use in their classes that meet their unique needs. They can also identify commercial materials that are suitable for their programs.

The local ABE staff best knows its needs and teacher availability, therefore, the task of selecting the teachers is

left to it following the guidelines of the State Department of Education.

The local ABE staff promotes its program throughout its own community by means of mass media and personal contacts. It is assisted in this task by an advisory committee.

Within the state guidelines, the organization and operation of the local program is determined at the local level. Its staff seeks out and makes use of local resource people and material that may be incorporated into the ABE curriculum.

Regional Organizations

The Southern Regional Education Board offers the state technical, financial, and consultative services. Regional institutes in special areas are provided. The institute for the blind in Tennessee is an example of services offered. Staff members are available to assist the State Department of Education in planning for teacher training. They are also available to visit local programs and universities in upgrading programs.

The Region IV office of the Department of Health, Education and Welfare provides financial assistance consultative services, and training institutes.

Activities

Through various activities the development of capabilities on all levels has been provided. Each activity has a different function or contribution in building an adequate program.

Institutes

These provide intensive training over a short period of time. Facilities are provided by the university. Credit is given on the graduate and undergraduate level. During the first year of the Southern Regional Education Board project the first institute was held within the state. Over seventy adult basic education teachers and supervisors participated in a three-week institute at Mississippi State University. These participants developed a **course of study** for teachers in the state. During the second year plans were made for the institutes to become more specialized. Jackson State College served as host to a two-week Southern Regional Education Board-sponsored institute for new or inexperienced adult basic education teachers from July 27 - August 7, 1970, with forty-nine participants. The institute was planned to give the teachers insight in the adult basic education classroom so that they might be better prepared to deal with their students. A two-day follow-up conference for participants in this institute is planned for late April. At this conference the participants will be able to discuss problems they have encountered and will receive further instruction in areas they had requested more help in following the summer institute.

At Mississippi State University an institute was held from June 7-10, 1970, with sixty-two participants gaining three semester hours credit. State grant funds made this institute possible. Here the participants were divided into four geographic sections, and they learned to serve as teacher-trainer on teams to be used in the different sections of the state.

Through state grant funds the University of Southern Mississippi sponsored an institute for thirty teachers in the area of reading. These participants were taught to assist in their local programs and some were to become members of the training team that was being developed at Mississippi State University.

Jackson State College desires to participate in an institute in the future in which participants can be selected from the teacher and adult student populations. They have expressed the belief that it is one thing to teach people the art of teaching, but quite another to see the effectiveness of the methods on the learning abilities of the students concerned.

Future institutes will be planned to give the teachers

as much as possible in the short period of time in specialized areas. Institutes could be planned that would deal with just one area, such as an institute for supervisors dealing only with program expansion, using community reserve, or with the drop-out. Others could deal with developing teacher-made materials, counseling the adult basic education student, developing a suitable achievement test and working in the content areas. It is hoped that the various colleges and universities will develop capabilities to the point that the institutions will be able to provide institutes with funds they have available.

Workshops

These workshops are coordinated by the State Department of Education. Through the workshops teachers can gain a variety of experiences that are designed to improve competence in classroom instruction.

Pre-Service Workshops

Before a new program begins, a session is held for members of the adult education staff. These are usually about two hours in length and are sponsored and conducted by the State Department of Education staff. Characteristics of adult students, materials available, and student record-keeping are topics that are covered. Many times this pre-service workshop is the only acquaintance a teacher will have with adult education. This session can serve the immediate needs of the teacher until some other workshop or institute is available.

During the first year of the project fifty-two teachers received training in five workshops. By March 1971, a total of eighty-six teachers had participated in eight workshops.

As the program expands there will be a need for more pre-service workshops. Material presented in the workshops will need to be up-dated and expanded in the future.

Different members of the State Department of Education staff can work toward becoming competent in specific areas of pre-service. It is possible that in the future training teams could be developed composed of university, state, and local staff members, and these teams could share the responsibility for pre-service training.

In-Service Workshops

At the request of the local program or at suggestion of the State Department of Education, in-service training is provided to local programs. The sessions are usually two to three hours in length, and are designed for upgrading teachers working in existing programs. The contents are determined by the needs specified in the request. One topic such as "Reading for the ABE Student," "How to Select Materials" or "Recruiting Students" might be considered. Several topics could also be covered in one workshop. A typical workshop of this type covers "Individualizing Instruction," "Keeping Adequate Cumulative Folders," and "Record Keeping." As the number of State Department of Education staff members is increased, it will be possible to conduct more of these sessions. It is felt that local programs will make more requests for such services as they realize a need for them. State Department of Education staff members or consultants in the needed area as well as teachers from the local program or some other program appear on the schedule in the training session.

A total of one hundred sixty-five teachers participated in six in-service workshops during the first year. By March of the second year of the project one hundred eight teachers attended seven in-service programs.

Future in-service workshops can be planned to meet the unique needs of individual programs as these needs are identified; general workshops can be planned that would be suitable for several programs. Plans can be developed so that several small groups might meet together for a training session.

One-Day Workshops

These are planned for specific geographic areas of the state. They are sponsored by the State Department of Education and arranged by a planning committee. They are conducted by teacher-training teams. Facilities for these are provided in most instances by the local programs or the colleges and universities. The content to be included is determined by the planning committee. During the first year in the project four one-day workshops were held in various geographic areas and involved university professors, graduate students, State Department of Education personnel and local staff members. About ninety-five percent of all adult basic education teachers in the program at the beginning of December had received the benefits of at least one of the workshops. Emphasis was given to the subject areas that are covered in the classroom.

Certain questions were raised through planning meetings, and the answers formed a basis for the second year. These plans were to provide a means of strengthening the capability of the local programs through the development of area training teams. Team members were to be trained through the two institutes that were scheduled. Capabilities in reading were developed at the University of Southern Mississippi and other team members (teachers and administrators) were trained at Mississippi State University.

The planned number of workshops in the various geographic areas of the state was reduced from four to three when the amount of the state allotment was not certain. One team was brought together after a planning meeting, and this team worked at all three workshops, with changes made in the program after each evaluation. There were two hundred twenty participants in the three workshops. Emphasis was placed on the "language experience" approach in reading and individualizing instruction.

Plans for the third year call for a refining of team concept that was begun during the second year. We plan to have four area workshops with a team for each area. This team would not only be utilized for the one-day workshop, but would be available to aid in local in-service programs. We would desire increased competencies among team members so that they might be able to provide more in-depth training than a general type that has been provided in the past. Plans also call for utilizing the teams in more workshops of various kinds.

Plans beyond the third year will be determined by the planning committee. The planning committee will identify activities, locations, participants and consultants.

Other Training Programs

A three-day seminar was held during the first year with forty-three participants. The participants represented programs throughout the state. This seminar was intended to train teachers to go back to their local programs and work with their fellow teachers. It was developed by a planning committee following the results of a questionnaire that was sent to each adult basic education teacher in the state.

A teacher or supervisor from each program is invited to attend a special one-day workshop that has been conducted once a year for the last two years. The program dealt with training volunteer income tax assistants. The person attending was expected to go back to the local programs and work with other teachers in helping students file income tax returns.

In the future, we would like to have additional short-term seminars to work with special groups (such as counselors) on selected areas of need. Such seminars could help in identifying and solving problems in teaching adults and in training programs. Expertise at the local level could be developed through the seminars.

Local In-Service

The session is usually conducted by the personnel of the local program. Many times the State Department of Education

and university staff members are asked to attend and many times to participate. Topics covered are those that are determined by the local program. Contents of the program include such topics as "Lesson-Planning," "Using Audio-Visual Aids," "Community Resources that are Available," "Teaching Reading, Mathematics and Family Living," "Using Teacher-Made and Free Materials," "How to Recruit and Retain Students," and other idea-sharing programs. The State Department of Education serves as the vehicle through which local teams can acquire competencies with the university providing graduate students, extension courses and other assistance. The university staff members feel that they can gain from the field experiences. Built in the plan is a process of evaluation through which, at times, local supervisors, teachers, state department of education personnel and university representatives would meet to determine (1) strengths of local in-service, (2) weakness of local in-service and (3) how the request system of "on call" service could be improved to help the local program.

Courses by Colleges and Universities

If adult education is to become a vital part of our education program, departments must be established to train capable personnel in adult education. When the project began there was only one university with a professor in adult education. We do not expect every institution to establish a department in the near future, but feel that each can make a contribution through course offerings.

Through professional in-service training seminars at Mississippi State University eighty-eight persons received training during the first year. Three courses were conducted at Jackson State College involving about forty teachers. Graduate credit was offered by these. Four state institutions became involved in adult education.

The 1970-71 academic year opened at Jackson State College with two graduate assistants and eleven other students enrolled in scheduled adult education classes. The eleven students were involved in adult education classes established by the State Department of Education, Headstart, programs funded through other sources, and the United States Army. At Mississippi State University seven on-campus classes were held with sixty participants and three extension seminars with eighty-four participants. The University of Southern Mississippi offers one course through the Reading Center and other courses are being offered through another department.

Third year plans call for further development of the capability at Mississippi State University, the University of Southern Mississippi, and Jackson State College, University of Southern Mississippi, and Delta State College. Through Southern Regional Education Board grants continued support would be given to a prorata share of professors' salaries, the involvement of graduate students, the development of graduate departments and continuing consultant services.

Mississippi State University anticipates the following in their developing capability:

A. Graduate Classes, Both On and Off Campus

They have received requests for two additional extension classes this year, but due to the shortage of available faculty, the requests could not be filled at this time. They have established classes in three different geographic locations away from Mississippi State University. If possible, they want to try for one additional location.

B. Development of Graduate Studies in Adult Education

Plans call for further development of graduate studies in adult education. In addition to the three students who have already obtained a master's degree with a major in adult education, sixteen are currently enrolled in the program pursuing a major while six are seeking a minor. They anticipate further enrollment in the program due primarily to the interest which seems to be generated through their off-campus courses.

C. Undergraduate Courses

Exploration into the feasibility of offering undergraduate courses in the future, but time has not allowed pursuing this issue at this date.

It is projected that during the third year, Jackson State College will add a person with the terminal degree or nearing its completion (all course work completed and thesis pending) in adult education to its present staff. This will strengthen the existing program and broaden the program base of operation. Additional courses could be offered as the need is shown.

The University of Southern Mississippi feels that cooperative recruiting procedures can be implemented to develop enrollments for credit courses. They plan to continue, too, in the specialized area of reading for adults and to continue to maintain the existing adult basic education reading materials resource center at the University of Southern Mississippi.

Delta State College has hired a professor of adult education and has course offerings both on and off campus. It is felt that there will be an increased interest in these classes because of the number of teachers in the immediate area.

As the requests for classes grow, the need for adult education departments will become apparent. The offering of courses on the undergraduate level so that future teachers might be better prepared will be a result of our continued growth of the graduate departments. Programs will be developed whereby credit can be used in a degree program or for self-improvement.

Courses would be added that would meet the needs of teachers and students in adult basic education classrooms. The changes in course offering will be brought about through visits to the local classrooms and training programs.

Publications

All materials that are available are not suitable for use in adult basic education classrooms. It is sometimes necessary for a teacher of teachers to develop materials that will work effectively. *Curriculum Guides, Courses of Study* and other publications are necessary to develop expertise on all levels.

A Handbook for Teachers of Reading in Adult Basic Education and a *Book of Readings for Teachers of Reading in Adult Basic Education* were produced for each teacher in our program by the University of Southern Mississippi in a special project. This material has received favorable response from the teachers in the program. The development of other such materials would help in developing capabilities at the local level and as a means of involving the State Department of Education and university staffs. A University of Southern Mississippi staff member desires to develop some materials for classroom use in reading. These materials would be revised after evaluation following use in a number of classes.

A two-day conference was held with sixteen participants for planning for the general educational development preparatory classes. The results of this conference were compiled and are to be produced in a handbook for use in the state. Another conference is in future plans for upgrading the current *Curriculum Guide.*

Jackson State College will have two graduate assistants involved in preparing content materials which will be of inestimable value in assisting the uneducated and the undereducated adult to cope with many challenges that they are forced to face in their daily lives.

A desired outcome of publications would be the development of expertise at all levels capable of producing needed materials and other publications.

It is anticipated that group endeavors will be forthcoming to produce further pertinent publications.

Planning Sessions

We affirm that teachers, supervisors, State Department of Education staff members and university representatives should have a part in all training programs that are to take place in the state. When such groups work together in planning, each will feel a part of the entire concept. It has been found that each has a contribution to make and can work together for better training sessions. Planning committees have been appointed to meet and develop plans for area and statewide workshops and seminars. As each institute is planned, the committee makes contribution about content, kind of consultants needed, scheduling, etc. Planning committees are also utilized in the preparation of publications.

In order to constantly meet the needs of the new and experienced teachers it will take the cooperative effort of all, and through such cooperation that has resulted from the planning committee, we feel that we will be able to better serve the teachers in the future.

Field Service and Continuing Consultative Role

It is our belief that training programs that meet the needs of the individual teacher and the job in the classroom can be brought about only after visitation to such classrooms by university, State Department of Education staff members and local supervisors. Identifying and solving problems in teaching adults can result from such visits.

Courses taught on the university and college level can be made pertinent to the needs of the teachers only after visits and consultative services have been made available.

Local administrators are just now beginning to utilize this service in the Mississippi State area and as more learn of the capability in assessing local programs, it is felt that there will be increased requests. Continuing consultative activities were provided on eighteen different occasions throughout the state during the second year of the project by Mississippi State University. Cooperation with other agencies was conducted through the cooperative extension service with four workshops for county professional workers on "Teaching Techniques for the Disadvantaged" and "Techniques for Evaluating Instruction," and with the Mississippi Council on Aging.

Jackson State College and the University of Southern Mississippi have offered this type consultative service to local programs. The University of Southern Mississippi feels that the field work in the area of reading has been a specific service that they have been able to provide. The University of Southern Mississippi foresees "on site" work with existing programs to include demonstration teaching and critiquing of existing programs. Jackson State College plans to continue its field service utilizing the graduate assistants in helping discover needs that can be met by the college. The State Department of Education will remain "on call" to serve the needs of the local program. The state Department of Education will work with the universities and colleges in planning programs that are needed for developing capabilities on the local level.

As new programs are added the need for such service will increase and this service will expand to be one of the vital parts of a quality program for the adult student.

Evaluation

A very important part of the entire program is a process of evaluation whereby we may assess what has been accomplished toward our objectives and what changes need to be made. We feel that without something to test the effectiveness of our endeavors we cannot expect to make the progress that is needed.

During our first year in the project, evaluation questionnaires were given the participants at the end of each workshop and institute. Participants were asked not only to evaluate the meeting, but what they thought should be included in future events. This process has been continued and it is ac-

cepted by the participants as a means of sharing in the plans of the future meetings.

It is felt that one means of evaluating the program is by the growth of the number of new programs throughout the state. During the first two years, new programs have begun and it is felt that in the future even more will be opened.

Teacher retention is another means whereby we can evaluate the effectiveness of our work. The turnover of teachers has been minimal, and we hope that as teachers are trained, they will continue in the program.

The growth of the graduate programs in colleges and universities indicates an interest in the program. Three students received masters' degrees in adult education from Mississippi State University. One student will receive a bachelor's degree from the University of Southern Mississippi, and one student will receive a master of science degree in supervision and administration with emphasis in adult basic education from Jackson State College, as a result of the graduate assistants part of the Southern Regional Education Board Project.

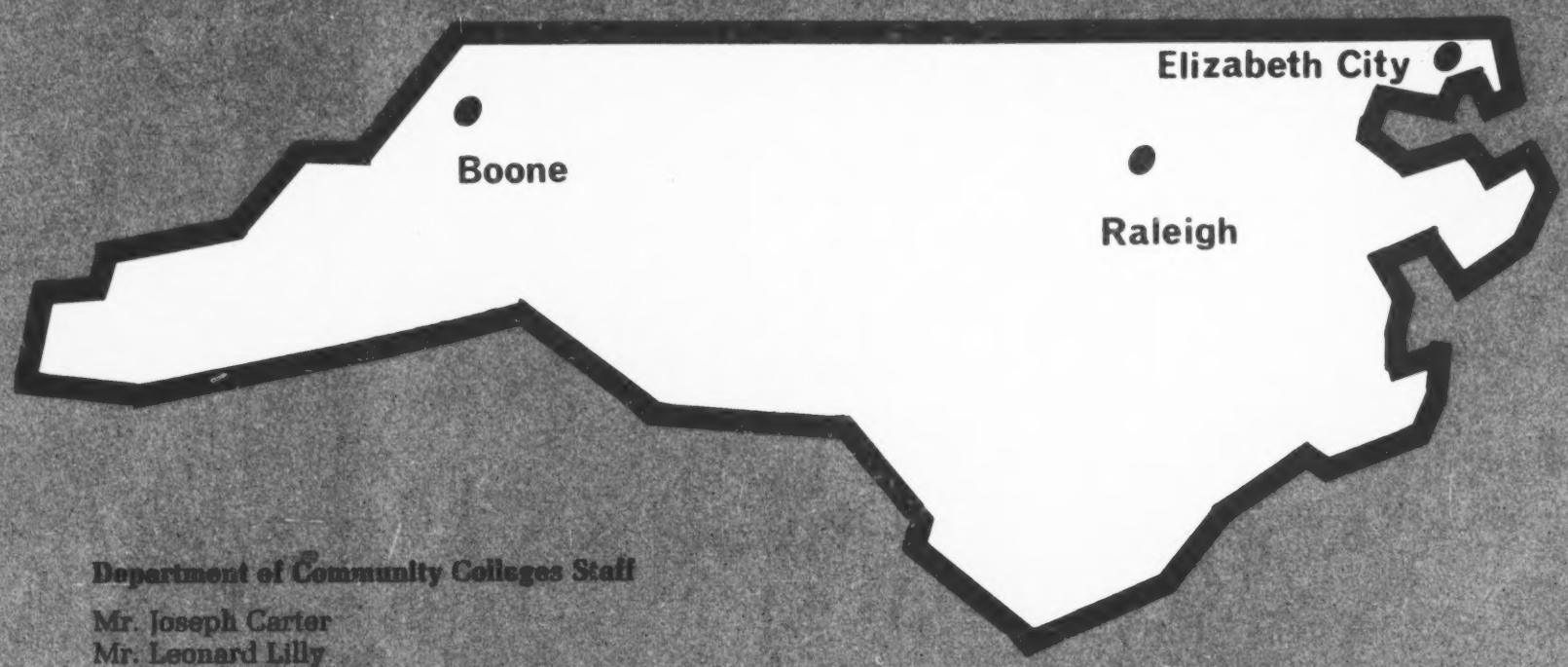
The attitudes of teachers and supervisors toward the institutes, workshops and other training programs have been encouraging. The attendance at these, when there are other demands for their time, indicated an awareness of the further need for training. The contributions made by supervisors and teachers in planning meetings is another means of evaluating what has taken place and the changes that need to be made.

Mississippi State University plans development of a continuing action-research program oriented to helping solve pertinent problems in adult basic education in Mississippi. This research will be directed toward problems identified by supervisors and teachers or determined by the staff in the state department of education.

NORTH CAROLINA

Charles Barrett, Director
Adult Education Division
Department of Community Colleges

Staff Development Officer
Charles Barrett 1970
Leonard Lilly 1971



Department of Community Colleges Staff

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Mr. Leonard Lilly

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Dr. Leland Cooper
Dr. Dan Moore
Dr. Nathaniel Shope

Elizabeth City State University, Elizabeth City

Dr. Hazel Small

North Carolina State University, Raleigh

Dr. Ronald Shearon

Philosophy

North Carolina's plan for staff development is based on a philosophy which reflects an awareness of the need for a profession of adult education. This awareness is centered more toward the development of professional attitudes and practices about and within adult education than it is toward answering questions about the so-called "discipline" of adult education.

System for Implementation

The clientele are all those people involved in adult education programs in the state; however, major emphasis and concern is directed toward those persons who work with the adult education programs. More specifically, it is that group of people within the community college-technical institute system who administer ABE programs at the state and local level: administrators, teachers, counselors, recruiters, aides, paraprofessionals, clerks, coordinators, volunteers.

The delivery system is viewed from three points:

1) The higher education university grouping which includes the consolidated university system, the regional university system, the private four-year colleges and universities, and the State Board of Higher Education. Within this grouping, major planning activity and responsibility initially will be carried by three schools; they are Appalachian State University, Elizabeth City State University, and North Carolina State University.

2) The state staff is a term which specifically is applied to the staff of the Division of Adult Education and Community Services within the Department of Community Colleges, but which does not exclude the human and financial resources possible through the three agencies under the State Board of Education: the Department of Public Instruction, the staff of the State Board, and the above named Department of Community Colleges. It also implies the involvement of other state level agencies whose educational activities interlock with those of the broad educational agency, such as the Departments of Correction, Health, State Library, Administration and Labor. It further includes special state-level governmental organizations such as the State Planning Task Force, The Cooperative Area Manpower Planning System (CAMPS) Committee, and quasi-governmental organizations such as the Manpower Development Corporation, Regional Lab of Carolinas and Virginia Learning Institute of North Carolina, Research Triangle Institute Regional Commissions—Appalachia, Coastal Plains, Model Cities, and others.

3) The local level is a term which applies specifically to the staffs and teachers of the present fifty-four institutions within the community college system, but when broadly applied includes the local parallels of those agencies named above and includes religious organizations and local industry.

The state coordinating agency—a planning committee composed of representatives from (1) State Department, (2) participating universities, (3) local representatives; and (4) selected regional representatives from the South East (Wilmington) South Central, South Western (Charlotte) and Western (Asheville)—will meet periodically to identify specific needs and programs to implement these needs.

The Plan

The plan is developed to direct training at the three levels identified above. The approach is that each level has both training responsibilities and capabilities. These two elements are

related within the plan so that there is a clearer understanding at the respective levels concerning said responsibilities and capabilities. The plan reflects a cognizance of the many varieties of training, and the desired professional behaviors which result from such training. Assignment for the training, using the full variety of method and technique, is made to the respective levels, with a system of evaluation for accountability.

The North Carolina plan is based on the assumption that the quality of life of the average adult is enhanced through continuing education, including ABE; however effective instruction is related to teacher performances. A concept framework which identifies relationships between desired teacher performances, knowledge and training sources can be useful specifying the types of training programs needed and the agency (university, State Department, or local) having primary responsibility for instruction and training.

Local directors provide:

AE/CC Staff

I. One-to-one informational meeting

II. Total staff in-service meetings in the summer

III. Teachers' meetings during the year:
- recruiting techniques
- testing materials
- explaining new materials

IV. Informal communication

V. Short-term goals

VI. Two- to three-week institutes for teachers

VII. Courses that can serve as renewal credit

University Services

I. Graduate program

II. Courses taught on- and off-campus

III. Three-week special summer courses

IV. Participation in workshop and institutes

V. Seminar series

VI. Total responsibilities (degrees, consultants, resource people to SDE and CC credit courses, research, credit workshops, institutes and seminars)

VII. Geographical responsibilities to specialities initiating and facilitating local teacher trainer needs

Evaluations will be conducted by the participating universities, the State Department and the local directors on a continuous basis. However, a formal evaluation will be conducted on a quarterly and annual basis. The results will be summarized and consolidated by the State Department staff development person on a quarterly and annual basis.

The state staff development advisory committee will review the evaluation results and make the necessary adjustments on a quarterly and annual basis.

Evaluation

No staff development plan would be complete without a systematic approach of evaluation. It is therefore imperative that an evaluation plan be implemented during the actual developmental processes, and one that can be used to critically analyze staff development efforts.

Evaluation can serve two major functions. First, this process is necessary to identify and describe the results of the university, state and local staff development plans. Second, the

evaluation process is absolutely essential to provide information, data, etc, in order to assess the staff development efforts making modifications in those plans as the need is indicated.

University, state and local personnel will make annual evaluations of their individual staff development programs. These results will be forwarded to the state department and, in conjunction with the university personnel, they will make a combined evaluation of the staff development efforts.

A systematic plan for evaluating the staff development program will be developed. Plans are to engage in evaluative activities to determine program results and accomplishments and to generate data that may be used as a basis for revising and modifying this plan.

The general process to be followed will be as follows:

1) Formulate a rationale for the plan
2) Specify the macro- and micro-objectives
3) Identify the indicators of objectives attainment or evidences desired
4) Collect data on indicators prior to program implementation
5) Conduct program(s) and monitor them
6) Collect data on indicators during and after program
7) Make judgment on the efforts, effect and process in view of the rationale

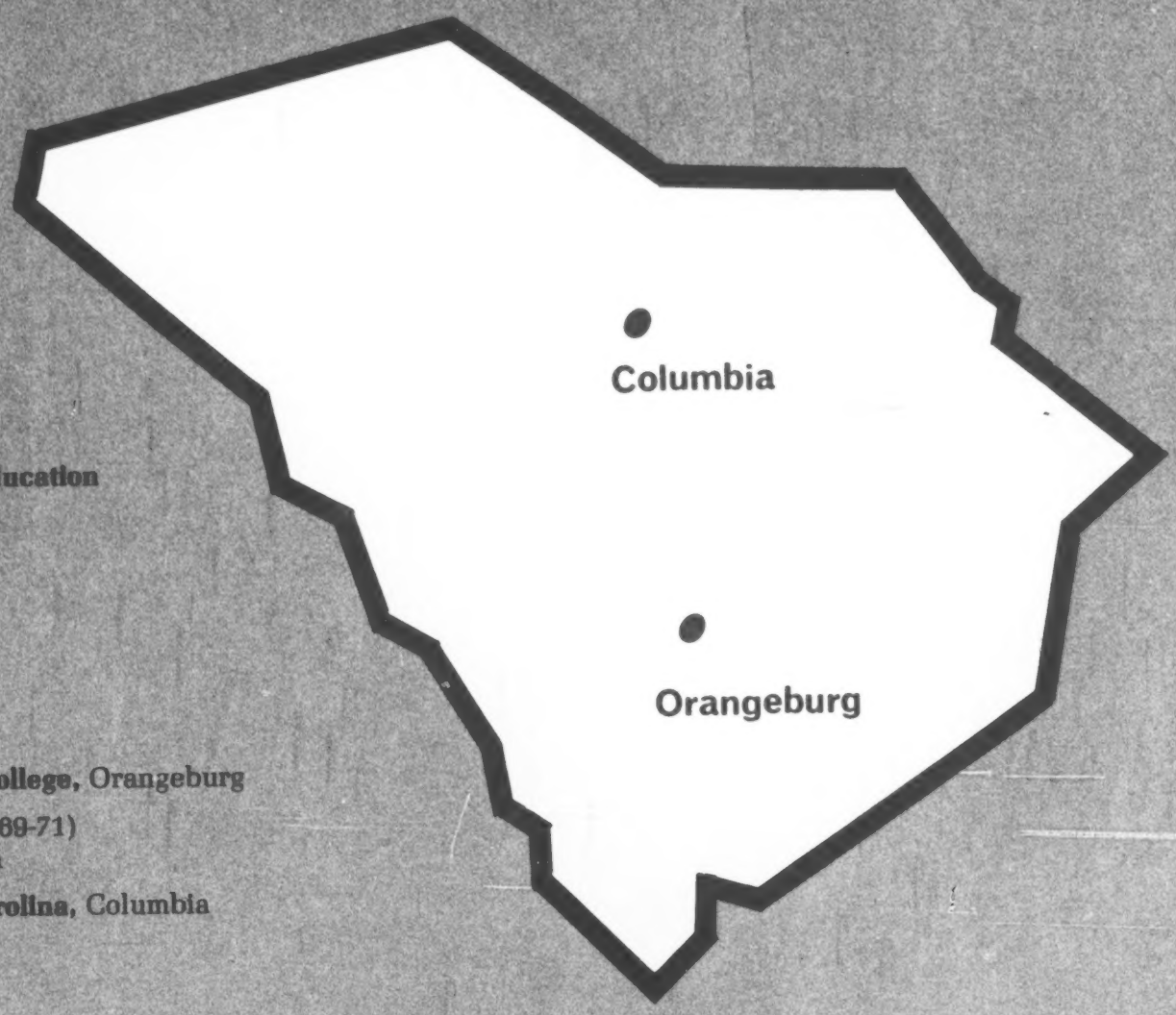
Desired Behavior	Target Group	Knowledge Needed	Typical Trainer Gr. U	SDE	Local	Mode
Can establish rapport with learner	Instructors	Adult Psychology and learning	X			C-WK
Respects and emphasizes with adult learner		Awareness of self concept and culture of learner	X	X	X	ALL
Can design effective instructions		Strategies of teaching adults androgogy	X X	X X		CR WK
Interprets and relates the C.C. system to learners and public		The C.C. system	X	X		CR WK
Selects appropriate and relevant materials		Evaluate materials		X	X	WK
Can individualize instructions		Diagnosing needs and interests of students and ability to meetness	X			CR

Desired Behavior	Target Group	Knowledge Needed	Typical Trainer Gr. U	SDE	Local	Mode
Counsel students and make referrals		Counseling techniques	X	X	X	CR, P ALL
Can keep records and comply with administration structures		Knowledge of Administrative procedures			X	WK Bulletins
Assist student to make realistic decisions		Knowledge of the "World-of Work"		X	X	Visitation
Ability to recruit and motivate students		Recruitment and motivational techniques		X	X	WK, PR
Ability to work with and/or lead groups		Group dynamics	X	X		CR WK
Exhibits confidence and respect for the total A.E. system		Awareness of scope of Adult Education	X			CR
Seeks professional improvement		Value of training and professional growth		X		Confer. WK Seminar
Actively responds to current needs of students		Basic principles of learning	X	X		CR WK
Develops a sense of identity with the A.D. profession		Scope of Adult Education	X	X		CR WK Sem.
Explores innovative approaches to adult education		Innovative approaches		X	X	WK
Assist learners to solve personal problems		Local resources local culture	X X		X X	Visitation,CR,WK WK, CR

SOUTH CAROLINA

J. K. East, Director
Office of Adult Education
State Department of Education

Staff Development Officer
Frank Hardin 1969, 1971
Ted Freeman 1970



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Foreword

The South Carolina Office of Adult Education has taken the position that staff development must be approached from several directions. It should encompass professional growth on the part of teachers, building supervisors, local coordinators, state office supervisory personnel, university and college adult educators and other persons supportive of or indirectly involved with adult education.

By a United States Office of Education grant, through the Southern Regional Education Board, the South Carolina Department of Education, Office of Adult Education has funded three teacher training institutes; one at the University of South Carolina, and two at South Carolina State. In-service teacher training cadres were developed in these two summer institutes to train the adult education teachers in their particular state area. These cadres were given supervised teaching experiences through their assistance in the conduct of extension division classes in 1969-1970. During 1970-1972 one day in-service sessions are being conducted using these teaching cadre personnel as leaders, along with the staff from the University of South Carolina, South Carolina State College, and the State Department of Education, and are paying the participating theachers a small stipend of $5.00 to attend. This practice will be continued with the addition of the State Office of Adult Education's own staff in-service. Running concurrently with these practices, the State Department of Education, Office of Adult Education has proceeded with an advisory committee, the nucleus of which was formed at the Southern Regional Education Board Adult Basic Education meeting in New Orleans in 1970. Added to the advisory committee group from New Orleans have been classroom teachers, coordinators, and university and college personnel so as to assure statewide, as well as responsibility-wide, representation on the committee. This committee has taken as its task reviewing the philosophy of adult education adopted in 1966, revising it and developing adult education objectives based on the philosophy. It has also evolved staff development philosophy and objectives. It has made recommendations concerning certification requirements for coordinators, for teachers, and for other supervisory and supportive personnel, dealing with adult education programs. It also has made recommendations concerning coordinator job descriptions and adult education teacher competencies.

As we now envision our future staff development program, we will be directing our in-service attention to five separate groups: the teachers; those persons in supervisory positions both at the local district and state levels; those persons involved in ancillary or supportive services to the adult education program; and the higher education personnel. Reference is made to the training sequence diagram to identify needs, content, method, and responsibilities. Within each of these five in-service areas, there will be a variance in the kinds of skills, knowledges, and attitudes that we feel will be needed in these areas, and thus subsequently, the content of the training, the mode of the training, and to some degree, the responsible staff may also change by category.

As we move to build the staff development program for the future, our first concern should be a comprehensive study at the state and local levels to determine the needs of the teaching, supervisory, and ancillary personnel. This would include their philosophical needs concerning adult education. It would concern their specific skill area needs such as teaching adults, supervising adults, or working to bolster the morale and the self-worth of the adult education student.

The teacher training cadres that have been formed in the six congressional districts will continue to be utilized in conducting local in-service programs to the extent that their training and expertise allows.

Philosophy

The South Carolina State Department of Education believes that the everchanging needs of adults in today's world make continuing educational development of adults in South Carolina no less a necessity, no less a responsibility, and no less a right than the education of children and youth. Adult education should therefore become an integral part of each total educational system in the state.

The program of local adult education is planned and developed on the basis of a continuous study of the community and the needs of its people. This program seeks primarily to serve the general educational needs of adults as individuals, as parents, as workers, and as citizens. Priority is given to those programs of literacy education and the various levels of basic education, and to those courses of study which contribute to the general educational needs and cultural development of adults of all ages.

Objectives Based on the Statement of Philosophy in Adult Education

1) Continuously assess client's needs and plan programs accordingly
2) Strengthen client's self-image
3) Involve a cross section of community personnel (client community to be served as well as personnel in leadership roles) in adult education planning
4) Up-grade the educational level of individuals and thus communities
5) Provide competencies for better initial job procurement and the upgrading of current employment levels
6) Provide social and cultural development for adult education groups served and thus, indirectly, for society at large
7) Insure local engagement with current societal trends and utilize these trends in program planning
8) Synthesize the adult education program with the on-going regular school program so as to assure full partnership for adult education in the local education enterprise
9) Assist, cooperate and implement the educational component through and for interagency programs designed to serve the identified needs of adults in the state.

Objectives and Rationale

Rationale:

The South Carolina State Department of Education, Office of Adult Education, is of the opinion that in order for the adult education program to properly and systematically develop in upgrading the peoples of South Carolina a quality cadre of professionals must be available to supply this leadership.

Supervisory, teaching, and supportive personnel must be cognizant of the special needs of the adult client.

An adult education staff development plan is a way to reasonably assure minimum competencies for, and quality of, the on-going statewide adult education program.

Objectives:

1) To develop an in-service cadre to serve the teacher training needs of the South Carolina Adult Education Program
2) To develop a long-range plan for training and retraining of adult basic education teachers
3) To develop a system whereby adult education supervisors are recruited from within the group of adult education teachers; thereby providing potential for advancement within the adult education structure

4) To develop job descriptions to insure the interrelationship and interdependency of adult basic education staff positions

5) To develop certification standards to insure minimum competencies of the adult education teaching force

6) To develop an awareness in the adult basic education staff of the need for incorporating the social living skills in the total curriculum

7) To develop surveys which provide relevant information concerning the varied needs of the community and its individuals

8) To develop skills in the utilization of identified community and individual needs as related to the total adult basic education program

9) To develop a system of identifying and using community resources in the total adult education program

10) To develop the ability to devise a curriculum for the target community with adequate provisions for continuous evaluation

11) To develop adult education recruitment skills

12) To upgrade the quality and quantity of skills necessary for a supervisor, teacher, or supportive personnel to perform at a high level

13) To be able to recognize and work with the relevant social systems within the local community

Target Population: Local Coordinators

Type of Skill/Knowledge/Attitude	Content of Training	Identification Code for: Method of Training	Primary Staff Responsibility	Method of Training	Primary Staff Responsibility
1) Surveying the community to identify various target groups	1) Specific techniques appropriate for making these surveys. Organizations which serve particular groups and have accumulated data	3 5 4	3 (1,2)* 2	1) National Institutes 2) On and off Campus 3) Regional Conferences 4) Independent or self studies 5) Consulting Specialized Personnel 6) Pre-Service In-Service 7) Staff Meetings, Seminars	1) State Staff 2) Local Staff 3) University/ College Personnel 4) Cadre
2) Gaining support of superintendents and school boards	2) Strategies to obtain involvement, commitment	5 4 3	2 2 1		
3) Gaining community support	3) Recognition of and strategies for involving the power structure of a community, identifying supportive groups and agencies in the community	3 4 5	1 2 2		
4) Identifying the needs of the target group	4) Formal and informal surveys census reports and other existing reports, leadership in target groups	5 3 2	2 1 3		
5) Translating needs into program emphasis	5) Developing empathy—teachers, students, other personnel—questioning objectives of instruction, outlining areas of study to be stressed, techniques of influencing instruction and supervision	3 5 2 4	1 2 3 2		
6) Selecting appropriate staff (personnel)	6) Setting up criteria for selection of new personnel. Techniques for getting input to the decision makers on staff either formally or informally	3 5 2 4	1 2 3 2		
7) Planning for in-service	7) Identification of problems to be solved by in-service; specific designs of in-service that will solve these problems. Identification of proper personnel to do in-service. Special other resources needed for in-service. Development of a design which makes in-service a systematic and continuous process in the local ABE program	3	(1,4)		

Target Population: Local Coordinators

Type of Skill/Knowledge/Attitude	Content of Training	Method of Training	Primary Staff Responsibility
8) Planning and carrying out evaluation	8) Kinds of evaluation: What is to be evaluated? Why is evaluation needed in a particular case? Who will be evaluated or do the evaluating? How will the evaluation be done? When to evaluate?	(2,3) 5 4	(3,1) 2 2
9) Identifying community resources, agencies, other educational institutions which can aid, and cooperate in local ABE	9) Study the approaches, materials, methods used in these agencies, input from individuals connected to these agencies	3 5 2 4	1 2 3 2
10) Planning and carrying out supervision skills	10) Reporting (finances). Job descriptions of staff. Job evaluation of staff in instruction	3 2 5 4	1 3 2 2
11) Identifying blockages to program progress	11) Preparing alternatives to these blockages within administrative regulations	3 5 2 4	1 2 3 2

*Bracketed numbers denote team effort

Identification Code for:

Method of Training	Primary Staff Responsibility
1) National Institutes	1) State Staff
2) On and off Campus	2) Local Staff
3) Regional Conferences	3) University/ College Personnel
4) Independent or self studies	4) Cadre
5) Consulting Specialized Personnel	
6) Pre-Service In-Service	
7) Staff Meetings, Seminars	

Target Population: ABE Teachers

Type of Skill/Knowledge/Attitude	Content of Training	Identification Code for: Method of Training	Primary Staff Responsibility	Method of Training	Primary Staff Responsibility
1) Knowing the psychology of how adults learn. Translating theory into **techniques** and **methods** for teaching adults	1) Review research on principles of adult learning. Strategies for instruction using these principles of learning	6	(2,4)	1) National Institutes 2) On and off Campus 3) Regional Conferences 4) Independent or self studies 5) Consulting Specialized Personnel 6) Pre-Service In-Service 7) Staff Meetings, Seminars	1) State Staff 2) Local Staff 3) University/ College Personnel 4) Cadre
2) Diagnosing to assess strengths and weaknesses of each student. Placement of students properly based on diagnostic results	2) Introduction to and practice with formal means of diagnosing. Placed into appropriate instructional group(s). Placed into appropriate instructional materials	(6,3) 5,4	(2,4),1 2		
3) Developing curriculum according to needs of the student (Individualize)	3) Sources of estimating needs of the adult student. Mechanisms for: 1 Translating needs into instructional objectives 2 Selecting activities to accomplish objectives 3 Selecting resources for carrying out activities 4 Evaluating instructional unit	(3,6) 2 5	1,(2,4) 3 2		
4) Identifying and using community resources to aid in instruction of adult education	4) How to identify resources Why are these resources important? Who will identify them? How will they be utilized?	(7,6) (5,4) 2	2,(2,4) 2 3		
5) Selecting, evaluating, constructing materials to support instructional plan	5) Examine materials, Develop criteria for selection and evaluation of materials, techniques for constructing teacher-made materials	(6,3) (2,5) 7 4	(2,4),1 (3,2) 2 2		
6) Providing guidance and counseling opportunities for ABE students	6) Nature of empathy Knowledge of local referral services, Follow-up responsibilities	(6,7) (3,5,2) 4	(2,4),2 1,2,3 2		
7) Developing recruitment skills	7) Direct and indirect methods of recruitment	(3,6) (7,2) 4	1,(2,4) 2,3 2		
8) Keeping adequate administrative reports	8) Procedures and techniques for keeping records	(7,6)	2,(2,4)		

Target Population: State Supervisory Personnel

Type of Skill/Knowledge/Attitude	Content of Training	Identification Code for: Method of Training	Identification Code for: Primary Staff Responsibility
1) Developing supervisory skills	1) Interpreting state policy to local programs Guiding and evaluating —Personnel selection process —Personnel effectiveness —Program effectiveness —Research projects	(7,5) 2	(1,3) 3
2) Developing planning skills in: —Local personnel training —Statewide activities	2) Developing systematic plans in-service —Determining training needs —Methodologies (Pre- & In-Service) —Resource identification —Evaluation procedures Determining priority areas for planning Establishing plans for action	7 (7,5)	(1,2,3) (1,3,2)
3) Conducting training	3) Methodologies for implementation	5 2 4	1 3 1
4) Facilitating communication	4) Dissemination strategies to affect local coordination, other state staff members, and other interagency personnel	5 7	1 (1,3)
5) Knowledge in the following areas: —Surveying community for target groups —Identifying needs —Translating needs into program emphasis —Gaining community support —Staff selection procedures —Identifying community resources —Systematic evaluation procedures —Recruitment responsibilities and techniques	5) See coordinators' description of content areas covered	7 5 2 4	1 1 3 1

1) National Institutes
2) On and off Campus
3) Regional Conferences
4) Independent or self studies
5) Consulting Specialized Personnel
6) Pre-Service In-Service
7) Staff Meetings, Seminars

1) State Staff
2) Local Staff
3) University/College Personnel
4) Cadre

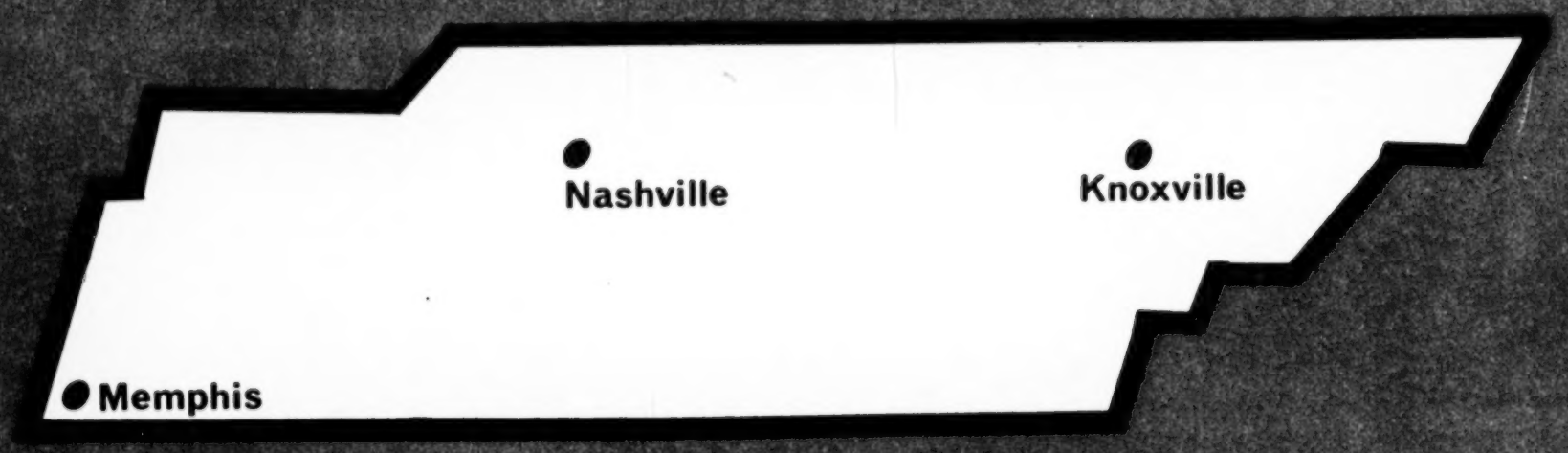
Target Population: College University Personnel

Type of Skill/Knowledge/Attitude	Content of Training	Identification Code for: Method of Training	Primary Staff Responsibility	Identification Code for: Method of Training	Primary Staff Responsibility
1) Keeping current with events on:				1) National Institutes	1) State Staff
Local level	1) Setting up communication links to gather information about problem areas, successful methodologies employed, etc.	5 4	3 3	2) On and off Campus	2) Local Staff
State level	State considerations about funding program emphasis	7 3	1 1	3) Regional Conferences	3) University/ College Personnel
National level	USOE reports on special projects, national trends Professional AE organizational meetings and special committees	4 National AE meetings Special Seminars	3	4) Independent or self studies	4) Cadre
2) Establishing research priorities and plan	2) What is needed? What can be accomplished? By whom? Are resources available to carry out research activities?	(4,7,1) Comm of Professors meetings	(3,1,3)	5) Consulting Specialized Personnel 6) Pre-Service In-Service	
3) Translating research into action recommendations	3) What research is relevant to what areas of concern? How are these areas of concern to be identified? How are the recommendations to be disseminated?	4 5	3 3	7) Staff Meetings, Seminars	
4) Promoting adult education as an accepted field of academic endeavor	4) Techniques for gaining administrative support (moral and fiscal)	3	3, SREB, 1		

TENNESSEE

Charles F. Kerr
Coordinator of Adult Education
State Department of Education

Staff Development Officer
Charles Bates 1970
Charles Kerr 1969, 1971



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Philosophy

Adult education is predicated on the fundamental belief that each individual is a person of worth and dignity and is entitled to develop to his maximum capabilities. This statement is indicative of the philosophy underlying the adult education program in Tennessee. Approximately 666,000 Tennesseans possess less than an eighth grade education, and about this same number has completed the eighth grade but not the twelfth—a total of approximately 1.3 million with less than a high school diploma.

The improvement of school administrators, supervisors, teachers, and related personnel in adult education is most essential if the educationally disadvantaged people in Tennessee are to overcome their educational deficiencies, thus enabling them to contribute more effectively to the welfare of their homes, communities, state, and nation. The understanding of these people and their problems and a concern for their welfare and community should be paramount in the selection, training, and procurement of capable personnel. This can only be accomplished through an adequate staff development plan, with cooperative action between the State Department of Education, local school systems, and institutions of higher learning. Therefore, the remainder of this paper will focus on the staff development plan for adult education personnel in Tennessee—pre-service, in-service, and academic courses.

Objectives

The purpose of the adult education staff development plan is to prepare qualified persons—administrators, program planners, teachers, counselors, and researchers—to staff programs that provide instructional activities for adults. More specifically, learning experiences will be designed to facilitate the efforts of Tennessee adult education personnel, both present and potential, to improve themselves with regards to:

1) An awareness of adult education as a unique segment of the broad field of education
2) An understanding of the special problems confronting adult educators, together with guiding principles useful in their resolution
3) A familiarity with the historic development of adult education and its sponsoring organizations, institutions, and agencies, as well as its philosophy and goals
4) An awareness of the social imperatives of adult education
5) A knowledge of the unique physical, psychological, and social characteristics of the adult learner along with implications for adult educators
6) A knowledge of learning and personality theory relative to adult education
7) A familiarity with and competence in the selection of methods and techniques appropriate for various adult learning situations and content areas
8) A familiarity with the overall program or curriculum development process and an understanding of the associated principles
9) An understanding of theory and principles of administration and supervision and their applicability to any adult education organization
10) An understanding of community development as it relates to adult education programming
11) An understanding of the principles of group dynamics and their applicability to adult learning situations
12) A development of the ability to master the techniques of research and evaluation and to apply related research findings to adult education

13) The skill and ability to communicate effectively with the spoken and written word

14) An appreciation for originality and self-direction

Resources

The staff development plan in Tennessee will be operationalized through three administrative units: (1) the State Department of Education; (2) selected colleges and universities; and (3) local educational systems. Designated as the agency for coordinating and implementing the staff development activities is the State Department of Education, where sufficient legal, administrative, and fiscal procedures exist.

Community support will be possible through a close relationship between the above mentioned agencies and CAMPS, which consists of such organizations as: Employment Security, CAE, Opportunities Industrialization, Public Welfare, TVA, Health Department, National Alliance of Businessmen, Vocational Rehabilitation, U.S. Bureau of Apprenticeship and Training, U.S. Civil Service, Housing and Urban Development, OEO, Vocational-Technical Education, and others.

Professional associations that support adult education are: (1) Tennessee Association for Public Continuing and Adult Education (TAPCAE); (2) National Association for Public Continuing and Adult Education (NAPCAE); (3) Tennessee Adult Education Association (TAEA); and (4) the Adult Education Association of USA (AEA).

In addition, many resources are available in the State Department of Education, local school systems, and the universities other than the adult education divisions. These include resources in the areas of guidance and counseling, vocational rehabilitation, library instructional materials, vocational education, and so forth.

Agency Functions

As mentioned previously, the three primary agencies involved in the staff development plan will be the State Department of Education, local school systems, and universities. Each of these has established certain administrative objectives that will, hopefully, enhance the accomplishment of the behavioral objectives set forth for Tennessee adult education personnel earlier in this staff development plan. These will be discussed in detail.

State Department of Education

The State Department of Education will coordinate all of the activities formulated, implemented, and evaluated relative to the staff development plan. This will require extensive and detailed planning with all the resources that are available. The coordinator and four regional supervisors of adult education will synchronize all planning activities by the state staff, local administrators and teachers, and university personnel in determining the kinds of learning experiences that will be provided.

The state staff has initiated the formation of statewide, regional, and *ad hoc* committees. These committees are composed of personnel from all levels of activites—local, university, and State Department of Education. For example, the Staff Development Committee is composed of the State Department of Education's Adult Education Staff (five members), university adult educators (four members, including one from Memphis State University, one from the University of Tennessee, and two from Tennessee State University), and local teachers and supervisors (six members representing the geographical regions of the state—east, middle, and west).

One other example should suffice. Geographically, Tennessee is divided into three major areas—east, middle, and west. In each of these areas, there is a State Department of

Adult Education supervisor who serves as a member of that area's in-service training committee. The adult educator from the university serving that region is a member also—the University of Tennessee for East Tennessee, Tennessee State for Middle Tennessee, and Memphis State for West Tennessee. The remainder of the committee (five members) represents the local programs in that geographical region.

Also, the State Department's adult education supervisor serving each geographical region has worked closely with the university participating in SREB activities in establishing a potential master's degree program in adult education. This close working relationship is expected not only to be maintained, but strengthened.

In contributing to the accomplishment of the behavioral objectives of the staff development plan, the State Department of Education will:

1) Assume the leadership role in the total adult education staff development effort
2) Continue and expand professional improvement experiences for adult education through in-service, workshops, conferences, and so forth
3) Engage and assist universities in establishing graduate and undergraduate courses for teachers and administrators of adult education
4) Provide financial assistance to adult education personnel obtaining additional training
5) Involve staff in leading total personnel improvement effort
6) Participate in regional and national activities, such as institutes and special research and demonstration projects
7) Prepare a salary differential plan for adult education personnel, based on training and experience
8) Develop employment standards and/or certification for adult education personnel

Local School Systems

Local in-service training has been and will continue to be conducted in each of the school systems. The planning of these local in-service education programs is under the direction of the adult education supervisor in the local school system. The State Department staff and the university personnel assist the local systems in this effort. Each person is required to receive a minimum of eight hours of in-service each year. This requirement may be met through local, regional, or state in-service activities—usually a combination of the three.

In contributing to the accomplishment of the behavioral objectives of the Staff Development Plan, local school systems will:

1) Identify and encourage local adult education personnel to improve competency through training, both in-service activities and academic courses
2) Encourage professional development of adult education personnel through professional affiliation
3) Select appropriate personnel for attending ABE workshops and institutes
4) Promote and provide in-service education regarding methods of teaching adults and materials and equipment necessary to provide quality instruction
5) Evaluate all materials and equipment in all ABE classes in order to improve the quality of the instructional process

Universities

Three universities have been selected to develop academic courses for the training of adult education personnel: Memphis State University at Memphis; Tennessee State University at Nashville; and the University of Tennessee at Knoxville. All three have developed a proposal for the master's degree program. These universities have received funds through the Southern Regional Education Board project for this purpose.

Seven other universities and colleges have been engaged in the effort of conducting statewide, regional, and local in-service training for adult education personnel. These are: (1) East Tennessee State University at Johnson City; (2) Middle Tennessee State University at Murfreesboro; (3) Tennessee Technological University at Cookeville; (4) Austin Peay State University at Clarksville; (5) Columbia State Community College at Columbia; (6) Jackson State Community College at Jackson; and (7) the University of Tennessee at Chattanooga.

Because of the geographical locations, Memphis State, Tennessee State, and the University of Tennessee have been actively involved in statewide, in-service training for adult education personnel. All three are anticipating approval of a master's degree program, and provisions have been or are being made for expanding adult education course offerings to adult education students.

In contributing to the accomplishment of the behavioral objectives of the staff development plan, the universities will:

1) Develop and initiate a sequence of courses in adult education (minor) for graduate and undergraduate students majoring in a variety of curricular areas
2) Offer extension courses in adult education to current or prospective adult education teachers
3) Develop and initiate an advanced degree program in adult education for teaching and administrative personnel
4) Develop an intern program for adult education majors who do not have experience in teaching or administering adult education classes
5) Conduct classes in such a way as to promote a high degree of enthusiasm regarding supplying the expressed or unexpressed educational needs of any adult
6) Initiate and conduct research and development in adult education
7) Direct summer institutes, workshops, seminars, etc. for adult education personnel
8) Provide consultative services and cooperative leadership in local and state program planning
9) Develop, in cooperation with local and state adult education agencies, proposals which strengthen or broaden the adult education program in Tennessee

Evaluation

The in-service and institute activities will be evaluated. For example, a comprehensive evaluation was conducted of the statewide ABE Supervisors' Conference held at Memphis State University in August, 1970. Similar studies were made of other activities, and publications relative to the results have been sent to SREB for many of these. This same procedure will be maintained.

Summary of Primary Features of Staff Development Plan Including Specific Activities

The primary features of Tennessee's Staff Development Plan for 1971-72 can be divided into three major segments—academic training, statewide institutes, and in-service activities. From the standpoint of academic training, the adult education personnel at Memphis State, Tennessee State, and the University of Tennessee will each offer approximately three graduate and/or undergraduate courses each semester or quarter, depending on the particular university's academic system. All three universities have submitted proposals for a master's degree program in adult education through the appropriate channels; and it is hoped, with State Department and local systems' support, that these will be approved during 1971-72. (See Appendix for adult education courses offered at each of these three institutions.)

Relative to statewide institutes, three are planned for this summer—all of two weeks duration. Memphis State plans to conduct an "ABE Materials Institute"; Tennessee State, a "Guidance and Counseling Institute"; and the University of Tennessee, a "Reading Institute." All will be offered for graduate credit.

These topics were selected by the Staff Development Committee, based on consultation with the State Department of Education, university, and local systems' personnel. The institutes planned for Memphis State and Tennessee State represent new institute topics of concern. However, the "Reading Institute" at the University of Tennessee will be a follow-up of last year's institute in which more in-depth reading training will be featured in order to build a statewide cadre of "local experts." Each institute will be comprised of ten persons each from East Tennessee, Middle Tennessee, and West Tennessee—a total of thirty participants at each institute. This will result in ninety persons receiving in-depth training in some area of ABE this summer.

In addition to these activities, a statewide ABE Supervisors' Conference is presently being planned by the Staff Development Committee for this summer. It will be of one week or less duration and will concentrate on problems that will be identified by local ABE supervisors in cooperation with State Department of Education and university personnel.

Due to the increasing importance of adult learning centers (ABE Learning Labs) across the state, a one-week institute for training the personnel selected to staff these will be conducted during the summer.

One or more two-week institutes for teachers of visually handicapped adults will be conducted at the Senior Citizens Building in Nashville. Each institute will include approximately twelve teachers selected from all over the state.

One of the main features of the staff development activities is to capitalize on local people who show tremendous competency in various ABE activities; e.g., the use of institute trained people in local and regional in-service activities. Also, university personnel will continue to act as consultants to assist local programs in solving their problems.

All of the aforementioned activities will be supported wholly or in part by SREB funds. In addition, local systems, the State Department of Education, and cooperating universities will contribute the major portion of finances involved in bringing these plans to fruition.

Present plans call for the staff development activities to be conducted primarily at the following centers:

1) Memphis State University, Memphis
2) Jackson State Community College, Jackson
3) Columbia State Community College, Columbia
4) Tennessee State University, Nashville
5) Austin Peay State University, Clarksville
6) Tennessee Technological University, Cookeville
7) Middle Tennessee State University, Murfreesboro
8) University of Tennessee, Chattanooga
9) University of Tennessee, Knoxville
10) East Tennessee State University, Johnson City

Finally, support is being received through the two state adult education associations—Tennessee Association for Public Continuing and Adult Education (TAPCAE) and the Tennessee Adult Education Association (TAEA). The former is an affiliate of NAPCAE and the latter of AEA of the USA.

Appendix

Adult Education Courses Offered At Tennessee Universities

Memphis State University

The following courses in adult education have been approved for offering at Memphis State University:

1. ADED 7080, **Basic Principles of Adult Education** (3 semester hours): This course will provide an overview of the field of adult education. Emphasis will be given to philosophy, objectives, and nature of adult education, its problems and possible solutions. Further emphasis will be placed on historical development, program planning, methods and techniques, and the nature of the adult learner.
2. ADED 7081, **Methods and Techniques in Adult Education** (3 semester hours): After examining the characteristics unique to the educated and undereducated adult, emphasis will be placed on an analysis of the methods and techniques available for working with adults, including the community development method, and their applicability under varying circumstances.
3. ADED 7082, **Programming in Adult Education** (3 semester hours): Emphasis will be given to understanding the theoretical foundations upon which the programming process is predicated, developing a theoretical model, and acquiring the conceptual tools necessary for analyzing the programming process in any adult education organization.
4. ADED 7095, **Special Problems in Adult Education** (1-3 semester hours): This will enable students to pursue individual interests and needs under the direction and guidance of the faculty. PREREQUISITE: Permission of instructor.
5. ADED 7130, **The Adult Learner** (3 semester hours): A critical examination will be conducted relative to the major learning problems of adults. Emphasis will be given to the factors which affect learning ability, achievement, and motivation throughout the adult life-cycle.
6. ADED 7245, **Curriculum Planning in Adult Basic Education** (3 semester hours): After examining the unique characteristics of adults, attention will be focused on principles of curriculum building and their applicability to adult basic education clientele.
7. ADED 7720, **Practicum in Adult Education** (3 semester hours): Orientation, observation, and working within an adult education program. PREREQUISITE: Permission of instructor.
8. ADED 7996, **Thesis** (3-6 semester hours).

Tennessee State University

The following courses in adult education have been approved for offering at Tennessee State University:

1. Ed 492, **Introduction to Adult Education** (3 quarter hours): This is a survey course designed to provide the student an overview of the adult education movement in the United States. The aspects to be analyzed include general philosophy, objectives, program areas, nature and characteristics of the disadvantaged adult, nature of the teaching-learning transaction, and the supporting institutions and organizations. Undergraduate and graduate credit. (May be taken by a senior student admitted to teacher education).
2. Ed 504, **The Adult Learner** (3 quarter hours): This course is designed to: (a) investigate the various problems related to adult learning; (b) enable students to acquire an understanding of different learning patterns of adults; (c) identify similarities and differences compared with the learning of

youth; (d) understand how adult educators, through research and practice, are approaching solutions for these problems; and (e) show how adult education programs are designed to serve both the differentiated needs and uniqueness demanded by the adult learning situation.

3. Ed 515, **Principles of Basic Adult Education** (3 quarter hours): This course is designed to identify and interpret the basic guidelines for: (a) understanding the adult learner—physically, psychologically, and socially; (b) structuring and implementing a balanced curriculum; (c) providing adequate motivation, insights, and learning experiences; and (d) teaching for thinking and learning.

4. Ed 516, **Methods in Basic Adult Education** (3 quarter hours): This course is designed to develop: (a) an understanding of circumstances of life for the disadvantaged adult; (b) an identification of his needs and general characteristics; and (c) an understanding of materials, procedures, and techniques of motivation and instruction in the major areas of skill development—communication, arithmetic, social living, and science.

5. Ed 517, **Teaching Adults to Read** (3 quarter hours): The purpose of this course is: (a) to sensitize the student to some of the problems peculiar to adults in the process of learning to read; (b) to suggest some practical materials and procedures acceptable to learners beyond the age of compulsory school attendance; (c) to indicate some specific techniques for teaching the beginning reader; and (d) to suggest some positive approaches to building feelings of success and personal satisfaction in learning to read.

6. Ed 518, **Correcting Reading Disabilities in the Adult Learners** (3 quarter hours): The purpose of this course is to help the student to develop instructional skills in: (a) identifying deficiencies, (b) structuring simple procedures for correcting these deficiencies; and (c) developing practices and/or exercises for reinforcing the corrections. Emphasis is placed upon basic word attack skills, improving comprehension, vocabulary development, and development of dictionary skills.

7. Ed 519, **Research in Adult Education** (3 quarter hours): The purpose of this course is to provide the graduate student opportunity to engage in group or independent study of a selected area of the adult education discipline. Extensive reading and analysis of research findings in the following areas are acceptable: (a) program planning in adult education; (b) administration in adult education; (c) adult learning and participation; (d) teaching the disadvantaged adult; (e) group processes in adult learning; (f) problems of aging; and (g) innovations in basic adult education, etc.

8. Ed 520, **Curriculum Planning and Programming in Adult Education** (3 quarter hours): A course designed for administrators, supervisors, and teachers who desire to become acquainted with the current philosophies, procedures, practices, trends, designs, materials, and innovative programs in curriculum planning and programming for establishing and/or improving adult education programs.

9. Ed 521, **Problems of Teaching in Adult Education** (9 quarter hours): This course is designed for those persons who wish to do independent or group study of specific problem areas in the discipline of adult education such as: (a) history and national structure; (b) adult learners and learning; (c) program development; (d) organization, management, and administration of programs for adults; (e) adult programs as organized and administered in other countries; (f) the "Great Books" program; (g) teaching the disadvantaged adult; and (h) diagnostic and remedial techniques used in teaching the disadvantaged adult, etc.

University of Tennessee

The following adult education courses have been approved for offering at the University of Tennessee:

1. CHED 4960, **Adult Education: A General Survey** (3 quarter hours): Surveys the historical development of the field, philosophies of adult education, agencies, programs, current issues, and the literature of adult education.
2. CHED 5320, **Advanced Educational Psychology** (cross listed as Ed. Psy. 5320) (3 quarter hours): Current research in psychology and its application to educational problems.
3. CHED 5330, **Theory and Research in Human Learning** (cross listed as Ed. Psy. 5330) (3 quarter hours): Influence upon school practice. PREREQUISITE: 5320.
4. CHED 5360-70, **Problems in Continuing and Higher Educa-**

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quarter hours): Influence upon
SITE: 5320.

n Continuing and Higher Educa-

tion (3, 3 quarter hours): Independent study of problems in adult education and special institutes for adult educators.

5. CHED 5460, **Adult Development** (3 quarter hours): Changes in characteristics of the adult over the life span with implications for adult education.
6. CHED 5660, **Program Planning in Adult Education** (3 quarter hours): Theory and method for planning adult education programs.
7. CHED 5960-70, **Seminar in Continuing and Higher Education** (3, 3 quarter hours): An examination of problems and issues confronting adult educators, with emphasis on review and interpretation of related research.
8. CHED 6450, **Community Education for Adults** (3 quarter hours): Contemporary programs; extension of secondary opportunities for adults.

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